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ABSTRACT

This paper examines the impact of the explicit teaching of social skills to enhance academic achievement. The targeted population comprised kindergarten and second grade students in a middle-class community located in central Illinois. The problem of inappropriate behaviors and difficulties interacting with peers and how this may affect academic achievement was documented through data collected by observation checklists, social skills inventories, student interviews, and teacher-made criterion-based reference tests. Analysis of probable cause data reveals that society, in general, is changing. Many factors affect children's social development, including negative media, dissolution of the family unit, lack of appropriate instruction, low socioeconomic status, and exposure to a physically and socially toxic environment A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: explicitly teaching social skills to students, cooperative learning instruction and activities, peer mentoring between the second graders and kindergartners, and implementing multiple intelligence activities in the classroom. Post intervention data indicated an increase in prosocial behavior, a decrease in antisocial behavior, and enhanced academic performance. Appendixes provide data collection instruments, classroom materials, children's literature list, and raw data. (Contains 14 figures, 6 tables, and 40 references.) (Author/MKA)

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Enhancing Academic Achievement Through Direct Instruction of Social Skills

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Jan Nunan

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Education in Partial Fulfillment of the
Requirement for the Degree of Master of Arts in Teaching and Leadership

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Abstract

This action research project examined the impact of the explicit teaching of social skills to enhance academic achievement. The targeted population consisted of kindergarten and second grade students in a middle-class community located in central Illinois. The problem of inappropriate behaviors and difficulty interacting with peers and how this may effect academic achievement was documented through data collected by observation checklists, social skills inventories, student interviews and teacher-made criterion based reference tests.

Analysis of probable cause data revealed that society, in general, is changing. There are many factors effecting children's social development such as negative media, dissolution of the family unit, poor role models, lack of appropriate instruction, low socio-economic status, and exposure to a physically and socially toxic environment.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: explicitly teaching social skills to students, cooperative learning instruction and activities, peer mentoring between the second graders and kindergartners, and implementing multiple intelligence activities in the classroom.

Post intervention data indicated an increase in pro-social behavior, a decrease in anti-social behavior, and enhanced academic performance (appended are data collection instruments, classroom materials, children's literature list, and raw data).

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted kindergarten and second grade classrooms exhibit inappropriate behaviors and difficulty interacting with their peers, which adversely effects academic achievement and personal growth. Evidence for the existence of the problem includes observation checklists, social skills inventories, student interviews, and student performance assessments in reading and math.

Immediate Problem Context

The elementary school which is the focus of this study was originally built in 1962. An addition was built in 1966, making the facility 26,970 square feet. There is one early childhood classroom and two classrooms of kindergarten, first, second, and third grades. There is a learning center/library and a Writing To Read lab. The gymnasium is also used as a cafeteria. There is a latch key room, a speech therapy room, and a music room. The school nurse, counselor, principal, secretary, and physical education teacher all have a personal office. The facility was remodeled during 1996-1997 with new windows, paint, carpeting, and technology updates. (wall-mounted monitors, wiring/cable for classroom computer labs, etc.)

The school has 181 students. According to the 1997 School Report Card, the total student population divides into 93 females and 88 males. The ethnic breakdown consists of 176 White students, two Mexican American students, two Asian/Pacific Islander students, and one Native American student. In addition, 26% of the students live in single parent households, and 28% of the students are considered low income. This means they are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or they are eligible to receive free or reduced priced lunches. A perfect attendance rate is 100%. This means that all students attended school every day. This school has an attendance rate of 96.7%.

The student mobility rate is based on the number of students who enroll or leave a school during the school year. The same students may be counted more than once. This school has a student mobility rate of 8.5%. The school has no chronic truancy problem. Chronic truants are absent from school without valid cause for 10% or more of the 180 school days.

There are 14 full-time certified teachers in the building. The following table shows the average years of experience per grade level and specialty. The average years of experience for the full-time certified teachers are 20, and 50% of the full-time certified teachers have their master's degrees.

Table 1

Average Years of Experience by Grade Level for Full-Time Certified Teachers

Specialty	Average Years of Experience
Speech	3
Music	18
Physical Education	16
Learning Center Specialist	29
Grade 3	27
Grade 2	25
Grade 1	34
Grade K	9
Early Childhood	15

There are three full-time district staff members who work part-time in the building. This includes a teacher of the gifted, a counselor, and a nurse. Their average years of experience are 20. Two out of the three have master's degrees.

The building has five aides. Three are full-time and two are part-time aides. One aide is certified with a bachelor's degree. Two have associate's degrees and two have more than 30 hours of college credit.

Of the full-time certified staff, one teacher works half of the day teaching kindergarten and the other half as the Reading Recovery specialist who works with first grade at-risk readers. Another teacher teaches kindergarten half day and works half-time with second and third grade at-risk readers.

The remaining staff of the building includes one administrator, one secretary, one janitor, two latch key personnel, two playground supervisors, two cafeteria workers, and two lunchroom supervisors.

The educational program in the school district consists of core subjects including reading, language (writing and spelling), math, social studies, and science. The time teachers devote to the teaching of these daily subjects corresponds with district and state expectations. To enhance the core curriculum, the kindergarten and first grade classes incorporate a computer program called Writing to Read. This program operates by dividing the students into small groups for 45-60 minutes each day so they may participate in a variety of literacy, readiness, developmental, and writing activities in a lab environment. There is one non-certified aide who assists teachers and students in the lab. The second and third grade classrooms incorporate the Writing to Write computer based language program into their daily curriculum for approximately 60 minutes each day. The focus of this program is to develop writing skills, form, content, and language skills (parts of speech).

Each teacher is responsible for art lessons, but the students leave their classrooms to go to three specialists each week. This accounts for six, 30 minute blocks of time every week. There are two learning center times, two physical education times, and two music times. During learning center, students learn about and become familiar with new computer technology. At this time, library books are shared with students, and they participate in a book check-out program.

Six teachers in the building are currently participating in the district's technology pilot program. They are receiving technology training and have received a teacher computer work station and five student work stations in their classrooms. In the future, these teachers will be mentors and will train other teachers in their buildings about technology.

The school also offers a latch key program before and after school. In addition, the school offers a breakfast program for everyone. The school also has a PTA which was organized in 1993. The school offers no special education services other than the Early Childhood Program. Students who are identified as needing those services are transferred to another school where their needs can be accommodated according to the Individual Educational Program that was designed for them. The school-wide discipline program is called "I Care," and it focuses on student responsibility and problem solving. There is 100% student participation in the Book-It Reading Program sponsored by Pizza Hut.

The Surrounding Community

The 10.9 square mile river community is centrally located in a Midwestern state and, according to the 1990 census, has a population of 32,507. Approximately 99% of the population is White, 0.1% is Black, 0.2% is Native American, 0.4% is Asian/Pacific Islander, 0.6% is Mexican American, and 0.1% is designated as from other racial origins. Because the community is primarily white, ethnic controversies have plagued this community for years. The median age is 34.4 years. There are 17,381 households with an average household size of 2.55 people. There is a total of 12,497 families with an average family size of 3.06 people. Of those families, 82.4% are married couples, 50.9% are households with children, and 32% are single parent households. In addition, 25.5% of the households belong to people 65 years of age or older.

A profile of socioeconomic indicators showed that the median family income in the community is $31,533, and the per capita income is $12,424. In 1990, there were 984 families (or 10.9% of all families in the community) with incomes that fell below the poverty level. In the local community, 55.0% of the families are eligible to apply for free or reduced lunch prices. Of all of the students in the local school district, 37.8% apply and receive free or reduced lunch prices. The community is the county seat which may be a significant factor in the socioeconomic spectrum of this city. Of the 20,982 persons 25 years and over, 75.7% have a high school degree or higher, and 10.5% have a bachelor's degree or higher. The average cost of a home in the community is $41,319.

The community has two local school districts. There is an elementary district and a high school district. The target school is part of the K-8 elementary school district. The student enrollment is 4,110, and the teaching staff numbers 260. Of the 260 teachers, 100% are White, 14.2% are male, and 85.8% are female. The racial and ethnic background of the students in the district was reported as of September 30, 1996. According to the 1997 School Report Card, 98.7% of the students are White, 0.3% are Black, 0.4% are Mexican American, 0.5% are Asian/Pacific Islander, and 0.1% are Native American. The district is organized into ten schools; six primary (K-3), two intermediate (4-6), and two junior highs (7-8). The mobility rate in this school district is 11.7%. (The state average is 18.4%.) This number was greatly reduced in the past few years due to district reorganization. The school district is nationally recognized for its use of technology in the classrooms and its ATM (Asynchronous Transfer Mode) computer network. The district was recently selected as the "Elementary Technology School District of the Year" by the National School Board Association. The elementary school district also received a federal technology grant, and is currently providing selected teachers in the district with one IBM teacher work station and five student work stations per classroom and is training those teachers within a pilot program.

The central administrative structure encompasses a Superintendent, an Assistant Superintendent, a Director of Human Resources, a Director of Finance and Operations, a Business Office Manager, and a Data Service Consultant. Ten principals and four assistant principals are also included in the administrative category. The school district follows a traditional calendar of 180 student attendance days from August to June.

A major employer in the area has had an ongoing labor dispute and strike for the past six years which has affected the community not only economically, but demographically and has strained the cohesiveness of the community. There have been changes in the population due to added low-income housing, increased government subsidized housing, and the recent controversial addition of a federal prison to the community.

The elementary school district fosters active partnership among schools, students, families, and the community. Each school has a business partner, active Parent Clubs which financially support their schools' needs (e.g., playground equipment, computers, and books), extensive parent/citizen volunteers (in the classrooms and learning centers) and committees designed to foster and encourage extra-curricular activities, parent education, parent involvement in the schools, and home-school communication.

National Context of the Problem

The problems of disruptive student behavior and lack of appropriate social skills have generated teacher concern with regard to academic performance at the local, state, and national levels. According to Ladd (as cited in Katz, McClellan, Fuller and Walz, 1995), there is little of importance in our everyday lives that does not involve interaction with others. Almost all of the activities and experiences people count as meaningful and significant -- family life, work, and recreation -- include or even depend on relations with others. Inasmuch as interpersonal relationships constitute major sources of gratification, companionship, and enjoyment for most people at all ages, inability to initiate and maintain relationships is a source of anguish and loneliness, even in the early years.

Rogoff (as cited in Katz et al.,1995), makes a convincing case that "children's cognitive development occurs mainly in the context of social relationships." Rogoff's research shows that young children are essentially "apprentices in thinking" who learn "from observing and participating with peers and more skilled members of their society". In addition, interactive skills which contribute to social competence are also influenced by guidance and support of parents, teachers, and other adults involved in a child's care and education. According to research by Feldman & Wentzel and Hartup & Moore (as cited in Katz et al., 1995), one of the most important influences on children's social development is experience within the family. However, not all children within a family achieve the same social competence because families do not provide the same environment for every member.

Controversy arises when students, parents, and teachers lack agreement on who is responsible for the way children interact within the school environment and the impact of their behavior on academic performance. Who should take the credit when classrooms run smoothly? Who should shoulder the blame when classrooms are unruly and chaotic? According to a study done by Mark Baron, teachers are most likely to attribute students' misbehavior to parents and students' home environments; however, most teachers claim responsibility for poor classroom discipline. The main reason they have trouble with students, they say, is that "good behavior is not stressed by parents at home." Students, on the other hand, see the problem differently. Students tend to incriminate teachers, classmates, themselves, and occasionally their parents for their misbehavior. The way students see it, most classroom problems are due to "lack of teacher control." Parents are often caught in the cross fire. Even when parents believe a teacher is contributing to their child's discipline problems, they might side with the teacher against the child. Parents might feel guilty about their child's behavior, or they might believe making the teacher angry could lead to more problems down the road. Parents who stand up for their children and protest school's disciplinary action run the risk of being labeled as troublemakers

(Baron, 1990). We must remember that passing blame around won't solve a school's discipline problems or positively impact students' achievement.

Studies done by Parker & Asher (as cited in Katz et al.,1995), agree with an accumulating body of evidence which indicates that children who fail to achieve minimal competence in social relationships with their peers are at risk of developing a variety of social maladaptations later in their lives. Furthermore, there is evidence that the quality of children's social competence as early as the kindergarten year accurately predicts academic as well as social competence in later grades (Pellegrini & Glickman, as cited in Katz et al.,1995). The risks in adolescence and adulthood include academic failure, dropping out of school, juvenile delinquency, and later mental health problems (Kupersmidt; Cowen, Pederson, Babigian, Izzo, & Trost; Parker & Asher, as cited in Katz et al., 1995).

As a result of a broadened definition of classroom management, today's research moves away from a focus on controlling student's behavior and looks instead at teacher actions to create, implement, and maintain a classroom environment that supports learning (Johnson & Brooks, 1979). From the synthesis of over 40 studies, Evertson & Harris conclude that teachers' actions in the classroom have the greatest effect on students' learning (Evertson & Harris, 1992). This research has shown that effective teachers weave their instructional and discipline strategies together. To keep children behaving while they're learning, they suggest that teachers should design lessons which engage and motivate students, have clearly defined expectations for student behavior, and specifically teach social skills to students to make them responsible for their own learning.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of inappropriate behaviors displayed by the targeted students in kindergarten and second grades, their knowledge and/or lack of social skills, and the impact these factors may have on academic achievement, four forms of data were collected. These data include individual student interviews, observation checklists targeting inappropriate behaviors, and reading and math test scores.

The student interviews were conducted to determine the number of students who could give pro-social responses and the number of students who responded anti-socially. Pro-social responses were defined as socially acceptable ways to deal with problems and/or issues such as: taking turns and sharing; using problem-solving skills; using conflict resolution skills; ignoring the problem and walking away; using any response that corresponds with "I Care" rules; and talking out the problem.

Anti-social responses were defined as unacceptable ways to deal with problems and/or issues. The characteristics of anti-social responses were: physical aggression such as hitting, kicking, pushing, shoving, spitting, or biting; inappropriate language such as name-calling, swearing, threatening, or intimidating others; crying; and tantrums.

Each of the 22 students in the targeted kindergarten and the 23 students in the targeted second grade were asked five questions by the teacher. The interview questions dealt with hypothetical social situations where students were individually asked to tell their teacher what they would do if a certain situation arose. A copy of the interview questions used in kindergarten and second grade can be found in Appendix A. A rubric was created to assess student responses, and a copy of the rubric can be found in Appendix B. The table below documents the results of the student interviews.

Table 2

Student Interview Responses for Classes A and B

	Class A (Kdg.)	Class B (Second Grade)	Total
Pro-social responses	56%	85%	71%
Anti-social responses	37%	15%	26%
No response	6%	0%	3%

As the table indicates, the majority (56%) of the 22 targeted kindergartners and 85% of the 23 second graders responded pro-socially to the five interview questions dealing with hypothetical social situations. This seems to indicate that most of the students are aware of the appropriate social response. It should be noted, however, that only a little over half of the kindergartners responded pro-socially compared to over three-fourths of the second graders. This may be attributed to the fact that some students entering kindergarten are experiencing their first all-day social encounter. Also, it is a possibility that home influences may be affecting social skills. Additionally, 37% of the kindergartners but only 15% of the second graders responded anti-socially to the interview questions. This may be because the kindergartners are less aware of their expectations and responsibilities and have been involved in fewer social situations than the second graders. Also, because second graders are older, they may be more aware of social expectations, they may have had more opportunities to practice appropriate social behavior, and they may be more conscious of the consequences of their behavior. In addition, second graders may have a better understanding of the concept of rules, and they may be able to implement correct decisions more frequently with regard to social situations. While 71% of the targeted students responded pro-socially, it is important to note that 29% responded either anti-socially or not at all. It appears to the researchers that by teaching social skills explicitly to the targeted students, pro-social responses may be increased while anti-social responses may be decreased.

In order to document the extent of inappropriate behaviors displayed by the targeted students in class A and B, observation checklists were used. Teachers noted inappropriate student behaviors by making tally marks on morning and afternoon checklists. The targeted inappropriate behaviors included student-to-student aggressive interactions such as hitting, kicking, biting, pushing, and spitting. Inappropriate behaviors also included student-to-teacher interactions that were further divided into active and passive catagories. The active category included behaviors such as talking, interrupting, noisemaking, getting of seat, inappropriate language, and defiance. The passive category included behaviors such as playing in desk/cubby, daydreaming, and chair-tipping.

Weekly totals of specific inappropriate behaviors for class A and B for the first three weeks of the project can be found in Appendix C. These data are presented in Table 3 and summarized in Figures 1 and 2.

Table 3

Categorical Summary of Observation Checklists for Classes A and B

	Kindergarten	Second Grade	Total (percent)
Student-to student (aggressive)	13%	.9%	8%
Student-to-teacher (active)	78%	87%	82%
Student-to-teacher (passive)	9%	12%	11%

The behavior checklist data indicate that inappropriate behaviors involving student-to-student aggression are much more of a problem in kindergarten (13%) than in second grade (.9%). This may be attributed to the fact that the second grade students are more aware of the consequences with regard to aggression, and they have participated in a school-wide discipline program promoting self-control for two years. It is interesting to note, however, that the second graders displayed more active inappropriate behaviors toward the teacher (87%) such as talking, interrupting, getting out of seat, defiance, etc. Passive student-to-teacher behavior percentages were similar between the two classes with the kindergarten displaying 9% and the second graders displaying 12% of these behaviors including daydreaming, playing in cubby/desk, and chair-tipping.

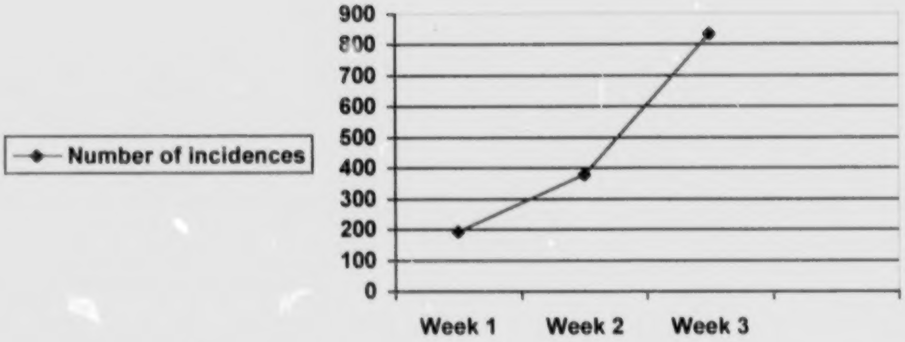

Figure 1. Observation Checklists Recording Inappropriate Behaviors for Class A (Kindergarten)

The kindergarten behavior checklist data indicate that inappropriate behaviors encompassing off-task, aggressive, and defiant actions significantly increased from week one to week three. The researchers attribute this rise in inappropriate behaviors to several factors. First, the students began the school year by attending class for only three hours during weeks one and two as opposed to the six and one half-hours attended the third week of the school year. Second, with each attendance day, the students felt more comfortable and confident in their surroundings. Thus, the "honeymoon" period was over after the first week. Third, as the students were required to stay on task for a longer period of time and to complete projects, their inappropriate behaviors increased as indicated in week three of Figure 1.

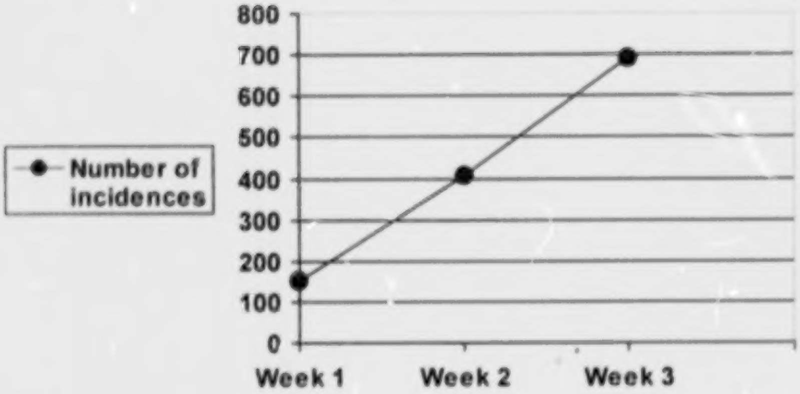

Figure 2. Observation Checklists Recording Inappropriate Behaviors for Class B (Second Grade)

The second grade behavior checklist data indicate that inappropriate behaviors encompassing off-task, aggressive, and defiant actions significantly increased from week one to week three. The researchers attribute this rise in inappropriate behaviors to a variety of factors. The students became more confident and comfortable as they became acclimated to their new classroom environment. As the students were required to stay on task and focus for a longer period of time, to complete assignments, and to be more independent, their inappropriate behaviors increased as indicated in weeks two and three of Figure 2.

An age-appropriate math test was administered to the targeted 22 kindergarten students and to the 23 second grade students in order to assess their academic achievement. The researchers determined that the mastery level would be 90% or above. The figures below document the results of the math test.

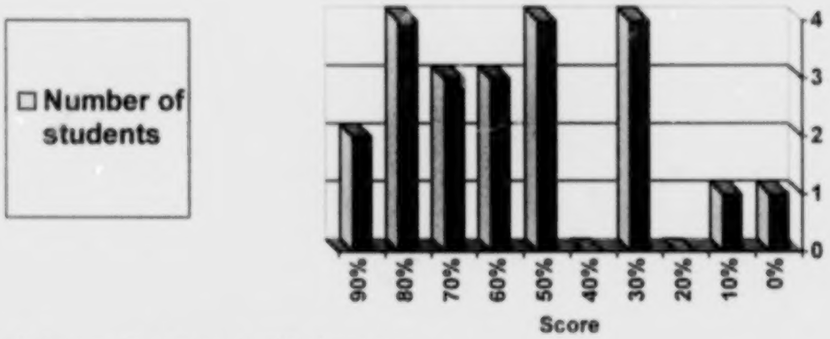

Figure 3. Math Scores for Class A (Kindergarten)

The figure indicates that of the 22 targeted kindergarten students who were tested in mathematics, only two students (9%) scored at a mastery level of 90% or above. This indicates that the majority (91%) of the targeted students fell below mastery level. It is also important to note that 45% of the targeted kindergartners scored 50% or below. It is these students who are most at-risk with regard to objective mastery.

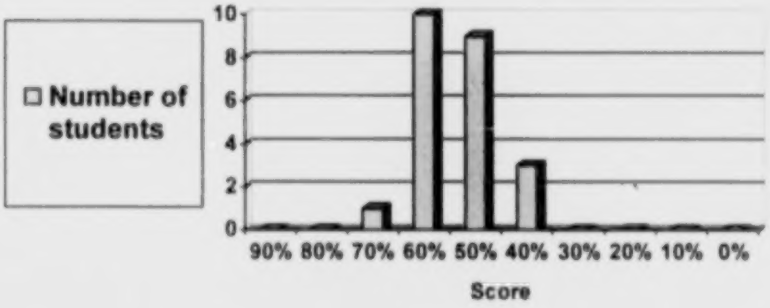

Figure 4. Math Scores for Class B (Second Grade).

The figure indicates that of the 23 targeted second grade students who were tested in mathematics, no students scored at a mastery level of 90% or above. This indicates that 100% of the targeted students fall below mastery level. In addition, it is important to notice that 52% of the second graders scored 50% or below on the math test. The researchers consider these students to be most at-risk when considering achievement.

An age-appropriate reading test was administered to the targeted 22 kindergarten students and to the 23 second grade students in order to assess their academic ability. The researchers determined that the mastery level would be 90% or above. The figures below document the results of the reading test.

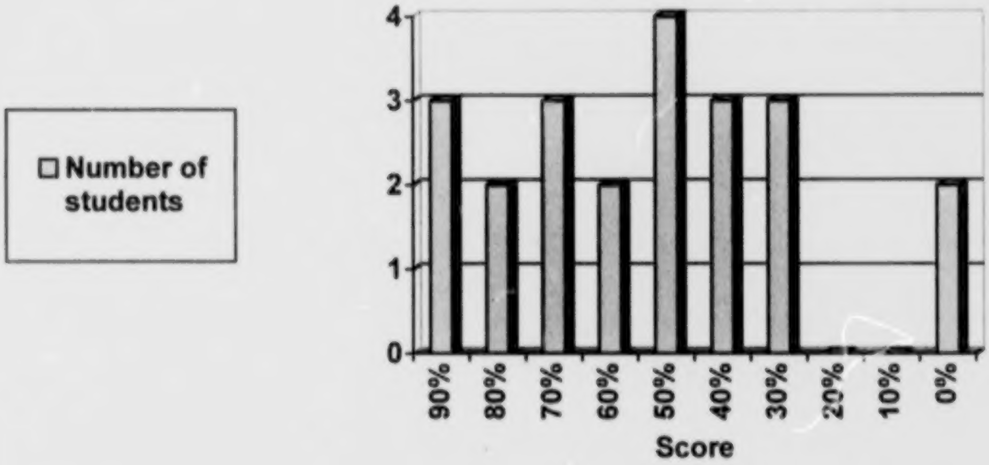

Figure 5. Reading Scores for Class A (Kindergarten)

The reading scores indicate that three kindergarten students (14%) scored at a mastery level of 90%. Therefore, 86% of the kindergarten students fell below mastery level in reading. Additionally, 55% of those students scored 50% or below and are currently considered to be academically at-risk in reading.

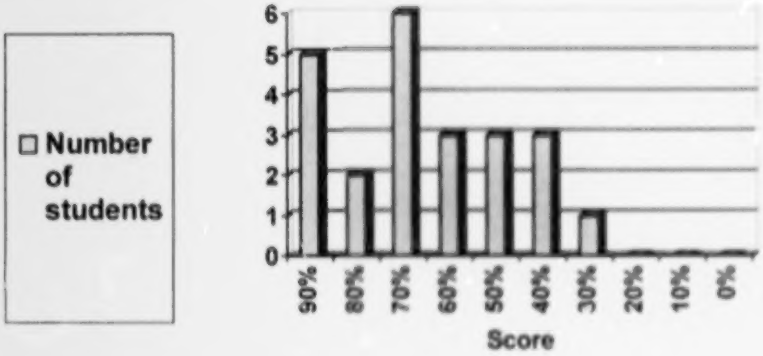

Figure 6. Reading Scores for Class B (Second Grade)

The reading scores indicate that five second grade students (22%) scored at a mastery level of 90%. Therefore, 78% of the second grade students fell below mastery level in reading.

The results show 35% of the targeted second graders falling below expectations (70%-80% range); however, 30% of the second grade students are considered at-risk in reading due to scores of 50% or below.

As a result of these reading and math scores, the researchers noted that academic achievement in the targeted classrooms is an issue that needs to be addressed. Both targeted classrooms use cooperative learning strategies during curriculum instruction. Due to the fact that the targeted students have been shown to lack appropriate pro-social behaviors, this may affect their ability to learn in this type of situation. Therefore, the researchers believe that explicitly teaching social skills to the targeted students may increase academic achievement and reduce inappropriate behaviors.

Probable Causes

Appropriate social skills are necessary for people to function successfully within society. People need to be able to interact within the family, the school, the community, and the workplace. Unfortunately, we are not all born socially competent. Becoming and remaining socially skilled is a complex, dynamic, interactive process in which the behaviors and knowledge needed varies according to the individual and the situation. Social competence is a lifelong process that children begin as infants (Campbell & Siperstein, 1994). Many children acquire social competence by participating in social interactions. As acquaintances are made, they feel a sense of acceptance, and their level of confidence rises. As confidence increases, children become more willing to take chances thereby becoming more socially skilled. With each interaction, they acquire the ability to develop and maintain social relationships and have friends. These social relationships are productive and meaningful to the children themselves and to everyone associated with them as well. However, for some children the acquisition of social skills is more difficult, and they often lack confidence in social situations. Children who experience problems in their social relationships are at a distinct disadvantage. They may become trapped in a cycle that precludes their ever becoming as socially skilled or self-confident as their peers, which fosters their continual exclusion from social interactions. When they lack the opportunity for social interaction, they fail to develop social relationships where they could practice social skills. Students deficient in social skills are often labeled as maladjusted. It is those same students who become delinquent or drop out of school as adolescents and are more likely to experience problems as adults (Campbell & Siperstein, 1994). These outcomes are predicted for a growing body of students in today's elementary schools who lack social competence.

There may be many factors in today's society that contribute to students being at-risk due to their lack of social competence. Often times, the same factors that interfere with academic achievement affect social achievement as well. They may include learning and/or behavioral disabilities, hunger, distress, cultural differences, and poverty (Campbell & Siperstein, 1994). Literature also suggests other probable causes for children's lack of appropriate skills. They include the fact that society, in general, is changing. There is dissolution of the family unit. Children have poor role models, and they lack appropriate behavior instruction at home. There is too much unsupervised time spent with media and its possible negative influences. Children are also faced with a physically and socially toxic environment.

Low academic skills and/or behavior disabilities increase the chance that the student may have difficulty demonstrating age appropriate behavior or social skills (Warger & Rutherford, 1993; Carter & Sugai, 1988; McCafferty, 1990; Keefe, 1988). Children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) have a hard time waiting, delaying their impulses, and sustaining consistent interest. They also display a general insensitivity to feedback cues. These difficulties with concentration and memory often impede their ability to understand and act appropriately in social situations (Jones, 1994). In other words, children may not be able to perceive situations correctly, remember information accurately, problem solve successfully, or use known solutions spontaneously (Campbell & Siperstein, 1994).

Poor nutrition or distress may also cause children to exhibit behavior difficulties. Something as simple as a headache or stomachache will affect a child's behavior. Stressful events for a child may include a fight with a peer, divorce, step families, or the birth of a sibling (Fort McMurray, 1993).

Cultural differences from the dominant culture may present complications, too. Difficulty with language or inexperience with the customs may inhibit the initiation of conversation. Conversation skills are dependent on verbal and nonverbal language. For example, eye contact in some cultures is viewed as disrespectful rather than as socially acceptable behavior. Social interactions are complex, they always differ, and they tend to occur very rapidly. All of these factors could potentially contribute to the uneasiness of someone from another culture. (Campbell & Siperstein, 1994).

Low socioeconomic status is also a factor that may contribute to inadequate social skills. In our nation today, "one in five children is poor" (Lickona, 1993). Children from low socioeconomic families tend to have more disrupted lives. In these families, social skills instruction is often inadequate. The school involved in this research project serves low-income areas as described in chapter one.

According to researchers, it is a fact that American society is changing (McCabe & Rhoades, 1992). The "traditional" family is now a rarity. There is an increase in the number of children who come from single parent and dual-working parent homes (Bellanca, 1992). Because there are so many parents working outside the home, the one-to-one contact time between parent and child has decreased to approximately 15 minutes per day (McCabe & Rhoades, 1992). Many children today are faced with divorce, remarriage, and multiple families. This instability in children's lives can contribute to poor social skills.

Often times, children lack proper role models and training to help them develop a good foundation in discipline (Roopnarine & Honig, 1985). Modern television shows, videos, and movies provide children with poor role models. The current trend in television promotes "anti-social and anti-caring" behaviors (Bellanca, 1992). These inappropriate behaviors and poor social skills children see may be mimicked. By passively watching television or any of the other media, children learn put-downs, physical aggression, and violence. According to the 1992 report of the National Research Council, "the United States is now the most violent of all industrialized nations" (Lickona, 1993).

In addition, children receive less parental guidance today than they did in the past (Anderson & Prawat, 1983). The minimal amount of contact time between parent and child, referred to previously, does not allow the time necessary for appropriate behavior instruction. Children must be taught how to get along with each other and to work cooperatively (Anderson, 1988).

The amount of time children spend viewing media can also have a negative influence on children's social skills. Social skill emphasis is decreasing due to the advancement of technology. Children today spend a great deal of time on computers. This limits the time for social interaction. According to Bellanca (1992), the average child spends four or more hours a day watching unsupervised television (p. 202). During the time children are viewing media, they may see sexual scenes that can leave lasting impressions in their young minds. They may also see things or read about things that give them a distorted sense of reality. With persistent viewing of television, children also spend less time on academics or interacting with others practicing appropriate social skills (Fort McMurray, 1993).

Children today are also faced with a physically and socially toxic environment that can have a lasting, negative influence on social competence. Children are physically threatened by poisons like lead, smoke in the air, polluted water, and pesticides in the food chain. However, they are also socially threatened because they are expected to grow up in a society that has become poisonous to their development. More children now than ever are doing badly enough in their behavior and development to warrant therapy. Children, as well as the elderly, are the most vulnerable to negative influences like crime, substance abuse, economic pressures, family disruptions and traumas. All of these physical and social threats children encounter have the potential to increase the likelihood of serious developmental problems. Unless something changes soon, the situation for children will only continue to deteriorate (Garbarino, 1995).

The benefits of developing social competence are clear. With improved social competence comes the ability to participate productively in society. With less time continually spent on behavior management, there is more time for academic endeavors and a greater likelihood of success and personal satisfaction (Campbell & Siperstein, 1994).

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Learning age appropriate behaviors and social skills builds the foundation for academic and personal growth. All students can benefit from social skills training to achieve maximum aid from academic instruction (Warger & Rutherford, 1993). When students learn and use age appropriate behaviors and social skills, it assists in the prevention of classroom problems that are linked to academic underachievement. Furthermore, there is growing evidence that the quality of children's social competence as early as the kindergarten year accurately predicts academic as well as social competence in later grades (Pellegrini & Glickman, 1990). According to Johnson and Johnson (1990), "people do not know instinctively how to interact effectively with others. Nor do interpersonal and group skills magically appear when they are needed. Students must be taught these skills and be motivated to use them" (p.30). Research shows that it is more beneficial to be proactive and teach children to behave appropriately than to continually be reactive and punish them for "misbehavior" (Katz, McClellan, Fuller & Walz, 1995). Explicit teaching of social skills is required if we are to facilitate students academic and personal growth.

Most researchers and educational journal writers agree that direct and systematic instruction of social skills is necessary (Bellanca, 1992; Keefe, 1988; Fad, 1990; Fort McMurray, 1993; Begun, 1996). Instruction can revolve around a variety of approaches including role playing, positive reinforcement, enhancing self esteem, children's literature, promoting social understanding by dealings with spontaneous events, developing a shared sense of membership in and responsibility for the school community, teaching a discipline program based on self-control and personal commitment to the rules, modeling, cooperative learning, peer mentoring, as well as teaching to students' multiple intelligences.

Role playing is an approach used, as an intervention strategy, to promote pro-social behavior. Role playing gives children the opportunity to rehearse and practice appropriate skills by re-enacting real-life situations. Role playing usually follows instruction and/or modeling of a targeted behavior and/or skill. Children can acquire or enhance their verbal skills, turn-taking skills, problem-solving skills, negotiating skills, and decision-making skills which all play a critical role in social interaction. Research suggests that it is necessary for the teacher to provide constructive suggestions through corrective feedback, positive reinforcement, and coaching during the role playing activities (Anderson et al.,1988; Carter & Sugai, 1988). As children role play, it is also important that discussions take place concerning alternative socially acceptable behaviors.

Positive reinforcement is another technique used to foster pro-social behavior. It is generally accepted that students should be encouraged and praised for practicing pro-social behaviors (Carter & Sugai, 1988; Stone, 1993; Warger & Rutherford, 1993). Teachers who directly give children encouraging praise will promote good social response (Jones, 1994). When praising pro-social behavior, it is important to use the student's name, give praise without delay, and to be sincere and convincing (Warger & Rutherford, 1993).

Nurturing students' self-esteem is another technique to establish pro-social behavior. According to McCafferty (1990), "students with low self-esteem are self-conscious about their social behavior and how others perceive them. They are likely to react negatively and to be sensitive to disapproval or rejection" (p. 369). Praising and nurturing will help to increase the child's sense of self-esteem (Stone, 1993).

Children's literature is an excellent technique that can be used when creating lesson plans to teach pro-social behaviors. Literature may be used as an anticipatory set, during the actual lesson, or as a culminating activity. Children can study the characters in the story and learn from how the characters solve problems and how they interact with others (Bellanca, 1992). Literature can arouse a child's sense of empathy and altruism. It can open a child's eyes to others' feelings, interests, and points of view that may be different from their own. Literature can encourage discussions of alternative interpretations of behavior, and it can help children to discover common ground (Katz et al.,1995; Kreidler, 1995; Jones, 1994; Begun, 1996).

Another way to promote children's social understanding and competence is by dealing with spontaneous events as they occur. In other words, taking full advantage of the teachable moment. According to Katz et al. (1995), "the spontaneous and inevitable social problems that arise as children work and play together put the teacher in an ideal position to advance children's social development. It is always appropriate to provide a context in which children can learn effective ways of handling their impulses and interacting with peers" (p.13). Research suggests that pro-social skills should be used in a consistent manner (Anderson et al., 1988). Pro-social behavior needs to be practiced in the classroom, but it also needs to be practiced in the hallways, on the playground, in the lunchroom, at the home, and in the community. By targeting specific behaviors as they occur in a natural setting, children begin to see the relevance to their lives. In order for students to want to learn a skill, they must see the need to use it, and they must believe they will be better off for knowing it (Johnson & Johnson, 1990). When dealing with spontaneous events, it is necessary that students are made aware of what is taking place and why, or they need to reflect about what occurred and why.

Another critical element to consider when promoting pro-social behavior, is the classroom climate. The teacher must create a risk-free, safe, trusting, and encouraging environment where messages are consistent for **all** students. This will help to foster a team concept. The word team forms an acronym for Together Everyone Achieves More. When this team concept is created and nurtured, students develop a shared sense of membership in and responsibility for their school community. This in turn, should transfer to other areas of the curriculum and make a positive impact on the student's future. A copy of the "Team" acronym in poster form can be found in Appendix D.

A discipline program is essential when building a foundation for appropriate behavior and social skills. The "I Care" discipline program, published by Grace Contrino Abrams Peace Education Foundation, Inc., Miami, Florida, 1996, and available from Peace Education Foundation, is based on self-control and personal commitment to the rules. It provides a firm, fair, consistent, and interactive way for children to learn pro-social behavior. The program uses a variety of approaches, which elementary children find very motivating. For example, there is an "I Care" cat puppet which is used along with videos targeting the five "I Care" rules to enhance and reinforce the application of each rule. The program is based on five simply stated, yet vast encompassing rules. A poster of the rules is prominently displayed in each classroom and referred to on a consistent basis. The rules are:

1. We listen to each other.
2. Hands are for helping, not hurting.
3. We care about each other's feelings.
4. We use "I Care" language.
5. We are responsible for what we say and do.

Extensive research on children's social development indicates that the way parents and teachers discipline or react to children's "misbehavior" has a profound impact on children's social behavior (Radke-Yarrow & Zahn-Waxler, 1986; Parke, 1990). With this discipline program, the children are able to exercise their autonomy, they feel a sense of ownership with regard to the rules, and they realize that every action pro-social or anti-social has a consequence.

Modeling appropriate behaviors is an essential characteristic of promoting pro-social behavior. Modeling has been shown to be a useful tool for social learning (Katz et al., 1995). As children develop, one way for them to learn appropriate social behaviors is by watching and interacting with other people (Begun, 1996). Because it is such a powerful way of learning, it is a good idea for the teacher to be particularly alert to her interactions with the students. By talking with the children, soliciting their ideas, and remaining open to the cues in their behavior, teachers can make informed suggestions while modeling an interactive way to problem solve (Katz et al., 1995). Researchers suggest that multiple models and wide ranges of behavior be used to maximize the effectiveness of modeling. In addition, the observers should perceive the model as being similar to themselves in as many ways as possible (Carter & Sugai, 1988). Models can include teachers, parents, older children, and peers. Other types of models could include puppets, and characters in films and videotapes.

Although modeling is necessary when teaching appropriate social skills, the students must experience structured practice of each skill before it is internalized. If classrooms are to be places where students care about each other and are committed to each other's success in academic endeavors, a cooperative structure must exist. Cooperative learning is a concept that has been around since pioneer families tutored their children in groups. Since the one-room schoolhouse used cross-aged tutors, cooperative learning groups, and group investigations were the norm. Today, thanks to the work of Johnson and Johnson (two brothers who did their research at the University of Minnesota and perhaps the most prolific researchers of cooperative learning) and others, numerous studies document the powerful effects of cooperative learning as well as the specific elements needed to make cooperation work in the classroom. No other instructional method used today can claim the quantity or quality of research highlighting its success. Research seems to demonstrate: that students who work on a task in a small cooperative group appear to master material better than their individual-working counterparts; that they feel better about themselves; they develop positive, interpersonal life and social skills that help to improve communication skills that become a necessity to functioning in society and the workplace; they learn to takes risks; and are more accepting of classmates who have different learning styles and skills, cultural background, attitudes, and personalities. (Anderson, Nelson, Fox & Gruber, 1988) Heterogeneous groups promote student learning. Results hold true across age, subject matter, race, nationality, sex, and every other variable. The purpose of cooperative learning is to make each group member a stronger individual. "For things we have to learn before we can do them, we learn by DOING them." (Aristotle) There is a pattern and a flow to classroom learning--learn it together, perform it alone (Johnson & Johnson, 1990). There are more winners in a cooperative team because all members reap from the success of an achievement. Bruce Joyce writes, "Research on cooperative learning is overwhelmingly positive, and the cooperative approaches are appropriate for all curriculum areas. The more complex the outcomes (higher order processing of information, problem solving, social skills, and attitudes), the greater are the effects." (Bellanca and Fogarty, 1991, p. 242)

It is important to understand the definition of cooperative learning. In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal, but cooperative learning does not take place in a vacuum. Cooperative learning groups empower their members to act by making them feel strong, capable, and committed. According to Johnson & Johnson (1990), it is social support from and accountability to peers that motivates committed efforts to succeed. Not all groups are cooperative groups, and putting groups together in a classroom does not mean cooperative learning is taking place.

There are a variety of successful approaches to cooperative learning. Although it is clear to researchers that classrooms set up for cooperative learning produce superior academic, social, and personal results (Costa, Bellanca & Fogarty, 1992), they do debate which is the "best" approach. Most classroom teachers adopt a single approach or a combination of approaches that work best with their own teaching style and their students. The most effective teachers pull the best from each approach and create their own approaches. Each teacher, each school year faces a complex and unique combination of circumstances, students, and needs. Therefore, cooperative learning needs to be adapted and refined to uniquely fit each teacher's situation.

Roger Johnson, a science educator, and his bother, David Johnson, a social psychology researcher, used their early studies of cooperative learning to frame the five essential elements that should be incorporated into each lesson. The Johnsons state that ALL cooperative learning is marked by these five critical characteristics. If all five are present, there is cooperative learning; however, if any one attribute is missing, there may be group work, but not cooperative learning. In order to have effective cooperative learning, the following five essential elements, as stated by Anderson et. al. (1988, p.5), are needed:

- Positive interdependence-- Each group member depends on others to accomplish a shared goal or task. It includes group rewards and role assignments used to encourage students to assist and help each other while completing the learning task. Without the help of one member, the group is not able to reach the desired goal. " Together we stand, divided we fall" (*Watchword of the American Revolution).* Each member must understand that it is "sink or swim together."

- Face-to-face interaction--This is the physical arrangement of students in small, heterogeneous groups thereby encouraging and promoting success of group members by praising, sharing, encouraging, supporting, or assisting each other. Each member must orally discuss what he or she is learning and promote productivity among teammates.
- Individual accountability--Each group member is held accountable for his or her work and is responsible for the success and collaboration of the group and for mastering the assigned task. Members must feel personally responsible and accountable for contributing their fair share of the work. Individual accountability helps to avoid members "hitchhiking" or "piggy-backing" on other group members' accomplishments.
- Cooperative social skills--"I never got very far until I stopped imaging I had to do everything myself." (*Frank W. Woolworth)* Cooperative learning groups set the stage for students to learn social skills. These skills help to build stronger cooperation among group members. Basic leadership, decision-making, trust-building, conflict-management, and communication are different skills that are developed in cooperative learning.
- Group processing-- Group processing is an assessment or a reflection of how groups are functioning to achieve their goals or tasks. By reviewing or analyzing group behavior, the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior, reflect on how well they worked as a group to complete the task and how they can improve their teamwork, and celebrate successful outcomes in the group work.

These characteristics always overlap in most if not all cooperative lessons. Once these essential characteristics are established within the cooperative learning groups, students will display more complex social behaviors such as taking turns, sharing ideas, compromising, and producing higher quality products. It is important to remember that all groups are not cooperative groups. These characteristics provide a skeleton for designing strong and effective cooperative learning tasks. They also provide an umbrella under which many cooperative strategies and activities may be used. These characteristics should act as a checklist for teachers as they develop their cooperative lessons to ensure the greatest success (Costa et al., 1992).

While working in cooperative groups, students learn to interact with their peers outside the school setting. When students interact with fellow classmates, they observe the behaviors those classmates exhibit. Although direct instruction of appropriate cooperative learning techniques by the teacher is necessary to establish age appropriate skills, it has also been found that students will learn from each other. Consequently, student modeling of a skill is often a more effective tool in teaching than adult modeling. Peer feedback and reinforcement are also more meaningful than adult feedback and reinforcement (Carter & Sugai, 1989). Therefore, it is evident that direct instruction of cooperative learning techniques must be given before students can be considered appropriate role models for their peers. It becomes the job of the teacher to provide this instruction.

In a non-cohesive classroom, low-achieving students receive little social acceptance, are more aware of their low social status, and are likely to drop out of school. When they are allowed to work in a cohesive classroom environment using cooperative learning techniques, their academic interest increases, acceptance increases, and their school performance increases (McCafferty, 1990). According to Jones (1994), students who demonstrated positive social behaviors receive more positive interaction with teachers and achieve a higher rate of success.

Another method for promoting social and academic success is peer mentoring. For learners to take an interest and become involved in their own learning, they need purpose and ownership of that learning. Students learn far more when performing in the teaching role than when acting as passive learners in the classroom. Peer mentoring helps students learn from each other, both formally and informally, in their own age groups and across age groups and cultures. Not only will tutoring provide a practical tool for classroom teachers to help at-risk and slowerlearning students, it will provide a rich opportunity for students to develop bonds with their peers (Costa et al., 1992). The teacher's job is then defined as maximizing student learning efficiency by providing opportunities for students to participate in peer mentoring activities (Riessman, 1989).

Peer mentoring is a one-on-one situation where older students help younger students. Peers are used as instructional representatives for their classmates or other children. Older students enjoy working with younger students and find it rewarding. The older students feel important being the "teacher" (Leland & Fitzpatrick, 1994). Younger students gain guidance and the feeling of security, while the older students gain the experience of working with younger students and have the opportunity to be positive role models. Older students learn new empathy for others. Their experience of trying to get younger children to cooperate gives new insight into their own behavior and builds strength in decision-making skills.

It is reported that mentoring increases benefits even more for the at-risk students and students with disabilities (Cartledge, Gardner & Giesecke, 1993). The benefits of low achievers being mentors include: a better self-concept, greater self-confidence in academic performance, better relationships with others, improved classroom behavior, decreased absenteeism, and the opportunity to become role models. Low achievers often grow dramatically when given the responsibility of a younger child's learning (Shaw, 1973 as cited by Cartledge, Gardner & Giesecke, 1993).

There is a need for defined structures and responsibilities for the older students, younger students, and the teachers. Teachers must be creative, flexible, and cooperative for the mentoring program to grow and succeed. It is very important for the older students to be cooperative and willing to help (Bennett, 1987). Mentoring integrates learning and friendliness; it nurtures patience, tolerance, respect, good humor, and affection (Swengel, 1991). Mentoring allows students to work and cooperate together in a relaxed classroom atmosphere. It provides ideal learning experiences because it combines intellectual subject matter and human relationships.

While the students' self-esteem is growing, they are also learning academic skills, listening skills, and the ability to speak with head and heart (Swengel, 1991).

Limited and short-term benefits are achieved when peer tutoring is used informally, but when this method is used in a more structured format, with procedures being taught on how to instruct, greater results are gained. One format could consist of teaching, reinforcing, and correcting instruction through student and/or teacher feedback. Within this structured format, the teacher could continue to reinforce and directly teach social skills.

A more structured model for peer mentoring designed by Ezell, et al., (1993) includes four components:

1. Planning--This phase includes identifying the skills to be taught, selecting the materials to be used, determining the procedures to implement, and selecting the time frame and frequency of mentoring. (Ezell, et al., 1993).

2. Training--This phase involves introducing the rationale for the skill to the mentors, modeling correct mentoring procedures, and permitting time for mentors to practice those procedures by role playing and encouraging each other.

3. Monitoring/evaluating--This phase is ongoing and includes teacher observations of start-up procedures, transitions, student interaction, and closure procedures. (Ezell, et al., 1993). Student progress and products are part of the evaluation process.

4. Problem-solving--This phase identifies problem areas in procedures; solutions are then generated and implemented.

Through this system, instruction is maximized, the resource pool of available "teachers" is increased, and sound academic principles are taught. Also, socially correct behavior is practiced and reinforced on a regular basis.

The most significant advantage of mentoring is the effective way teachers can maximize instructional influence and experience the opportunity to increase skill improvement. Although peer mentoring is most often used within the "older students teaching younger students" framework, it may also be used effectively with the younger students mentoring the older students within a structured format. The younger students AND the older students would feel important, needed, and useful. Ultimately, it will be through this process of peer mentoring that students will build the necessary skills, personal confidence, and the satisfaction of learning together to become successful, responsible students.

Teaching to children's' multiple intelligences is another approach that can be used for behavior and social skills instruction. According to Gardner (as cited in Chapman, 1993), "everyone possesses at least seven intelligences and each person's blend of competencies produces a unique cognitive profile." Learners, influenced by the culture in which they exist, tend to favor certain ways of knowing and problem solving. In 1995, Gardner identified an eighth intelligence, the naturalist intelligence (Chapman, 1993). If it is believed that every child possesses eight intelligences and that every child can learn, then by practicing the theory of multiple intelligences in the classroom, we can help children learn according to their personal preference or appropriateness.

The intelligences Gardner identified are divided into three categories. The first category includes the two language-related intelligences.They are the verbal/linguistic and musical/rhythmic intelligences. The second category includes the four object-related intelligences. They are the logical/mathematical, visual/spatial, bodily/kinesthetic, and naturalist intelligences.The third category includes the two personal-related intelligences.They are the interpersonal and intrapersonal intelligences.

Based on the study of Caine and Caine (1990), "a focus on more holistic learning seems more brain compatible" (68). They found that the brain can process information simultaneously. The brain learns not only from the cognitive areas but from the affective areas too. They also found that each and every brain is unique. All of these findings suggest that an integrated approach to learning new things is very beneficial to the natural way people learn, grow, and develop. With the multiple intelligences theory, there are so many ways to integrate curricula. The integrated approach can be viewed as just another way to deliver instruction, or it can be viewed as an opportunity to rethink and restructure what students learn so there is a focus on meaning and concepts rather than on facts alone (Chapman, 1993).

Teachers decide themselves what themes or units are useful or meaningful. From these themes or units, the teacher must select significant issues, concepts, ideas, and outcomes that will be woven across disciplines by using multiple intelligence strategies so connections regarding content can be made.

There are five models that can be used to integrate multiple intelligences into the curricula. They are the nested model, the webbed model, the threaded model, the shared model, and the integrated model. These models were developed by Robin Fogarty (Chapman, 1993).

The nested model provides the foundation for every lesson in the multiple intelligence classroom. This model allows for teacher analysis of what is being taught, and it outlines the important skills being addressed. This model can be used in two ways. Either way, the teacher targets a content goal and a core activity. Next, skills related to the goal and activity are selected. For example, social skills are easily nested into any content selected activity. The difference comes during the next step. The teacher can choose to incorporate one multiple intelligence (the target one) or to highlight more than one. If more than one intelligence is chosen, one is selected as the target intelligence and the others become supporting intelligences (Chapman, 1993).

The second model is the webbed model. In her research, Fogarty found that webbing is the most popular model of integration (Chapman, 1993). With this model, the teacher selects a unit, theme, topic, category, or even a piece of literature as the core of the web. Activities and projects to develop each intelligence, relating to the core, are webbed around it (Chapman, 1993).

Threading is another way to integrate multiple intelligences into the classroom. It involves taking a particular "intelligence" (one of the eight) and threading it through a series of lessons in different subject areas. For example, taking the musical rhythmic intelligence and threading it through reading, math, social studies, and science lessons (Chapman, 1993).

The fourth model is the shared model. In this model, topics and units from two related disciplines are integrated in a variety of ways. This integration also includes sharing multiple intelligences between the two disciplines.

The fifth, and most sophisticated model is the integrated model. It allows teachers to blend four or more disciplines. Again, with the blending of disciplines comes the blending of multiple intelligences. This model can facilitate the blending of four or more intelligences, many times in a single project.

Beyond these five models, there are many other possibilities for integrating multiple intelligences across the curriculum. The only limit is the imagination.

Project Objectives and Processes

As a result of implementing a social skills development program during the period of September 1998 through February 1999, the targeted kindergarten and second grade students will increase their academic skills, listening skills, on-task behavior, and cooperation; and decrease physical aggression, verbal aggression, and talking out behaviors as measured by observation checklists, social skills inventories, student interviews, and teacher-made criterion based reference tests.

In order to accomplish the terminal objective, the following processes are necessary:

1. Teaching materials, including teacher-made tests, and data collection techniques will be developed to implement the explicit instruction of social skills and to assess student behaviors.
2. Direct instruction techniques will be developed to implement the social skills program.
3. Cooperative learning techniques will be employed.
4. Peer mentoring techniques will be established and implemented.
5. Multiple intelligence activities will be introduced in the classroom in reading and math.

Project Action Plan

Classroom climate is an extremely important element that can enhance or inhibit the success of this research project. The teachers involved plan to create a risk-free, safe, trusting and encouraging environment where messages are consistent for **all** students. The environment will be created at the onset of the project and will be consistently developed, nurtured, and reinforced throughout the rest of the school year. This will be accomplished by the following methods:

- Arrange the furniture to foster peer interaction.
- Make the children responsible for what they say and do by following the "I Care" action plan described below.
- Provide a protective environment by being accepting of student's thoughts, feelings and ideas.
- Facilitate student success by encouraging remarks, positive reinforcement, and teaching questioning techniques and decision- making skills.
- Foster a sense of teamwork through activities such as making a team flag for each cooperative group, and always stressing that…

  T ogether
  E veryone
  A chieves
  M ore

I. Explicitly teach social skills to students targeting listening, taking turns, encouraging others, following directions, negotiating and/or compromising
  A. Modeling
  B. Role-playing
  C. Positive reinforcement
    1. highlighting pro-social behavior and values
    2. student recognition "I Care" messages
  D. Enhancing self-esteem
  E. Children's literature
  F. Promotion of social understanding by dealings with spontaneous events
  G. Develop a shared sense of membership in, and responsibility for their school community
  H. Teach students the "I Care" plan, which is a discipline program, based on self-control and personal commitment to the rules
    1. we listen to each other
    2. hands are for helping, not hurting
    3. we care about each other's feelings
    4. we use "I Care" language
    5. we are responsible for what we say and do
  I. Continuous monitoring of student behavior
    1. consequences
    2. feedback

J. Consistent time management of varied activities
    1. daily 30 minute "I Care" lessons
    2. daily 30 minute whole group or small group instruction of specific social skills

II. Cooperative Learning
  A. Teach students how to work in cooperative groups and value learning from each other in that manner
    1. heterogeneous groupings
    2. team building activities
    3. cooperative social interactions
    4. positive interdependence
    5. individual accountability
    6. shared product
    7. group debriefing and processing
  B. Consistent time management
    1. daily 30 minute cooperative group activities
    2. mentoring/evaluating

III. Peer mentoring between the second graders and kindergartners
  A. Structured model
    1. planning
    2. training
    3. problem solving
    4. monitoring/reflection
  B. Weekly 30 minute sessions

IV. Implementing multiple intelligence activities in the classroom
  A. Integrate inter-disciplinary units incorporating multiple intelligence activities into the reading and mathematics curriculum
  B. Bi-weekly, teachers will conduct four 15 minute station rotations, totaling 60 minutes

Methods of Assessment

In order to assess the effectiveness of the intervention, the following tools and procedures will be followed:

1. Teacher-made tests: The teachers will administer a criterion-based reference test in reading and math for kindergarten and second grades with the criteria being a 90% mastery level. A pre-test will be given in September and a post-test will be given in January. The tests will be hand scored, and results will be recorded on a class master list.

2. Observation checklist targeting inappropriate behavior and teacher anecdotal notes: The teachers will observe the class each day for 18 weeks during reading and math classes beginning in September and ending in January. They will differentiate between morning and afternoon observations and make anecdotal notes. A check mark will be given if any student displays any of the behaviors on the list. At the end of each week, teachers will tally the number of times that inappropriate behaviors were displayed. These data will be kept on a class master list.

3. Social Skills Inventory: The teachers will observe cooperative learning groups daily targeting five social behaviors. The scale used will be symbols representing "frequently," "sometimes," and "not yet." At the end of each week, teachers will tally and record the frequency of pro-social behavior observed. The results will be kept on a class master list.

4. Student Interview: The teachers will interview each student twice. This will consist of five "what would you do/what if?" scenarios. One interview will be given before direct instruction of social skills to ascertain the students level of understanding regarding expected social behaviors. The same questions will be asked of the students at the end of the project. Their answers will be categorized as either a pro-social or anti-social response. Results will be records on a class master list. The teachers will create a rubric delineating criteria for pro-social and anti-social responses.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

This research project was designed to increase the targeted students' abilities to interact positively with their peers while enhancing their academic achievement. In order to accomplish this purpose, the teachers of the targeted classes focused on increasing the emphasis placed on direct instruction of social skills and on the opportunities for students to interact and collaborate in cooperative groups. The social skills targeted included listening, taking turns, encouraging others, following directions, and negotiating/compromising. To see how much the students knew about appropriate behavior prior to direct social skills instruction, the teacher researchers conducted a student interview. This interview was completed again after the research intervention, and a copy of the student interview questions and master lists can be found in Appendix E.

Teachers utilized modeling, role-playing, positive reinforcement, literature, and "teachable moments" when directly teaching appropriate social skills to their students. There was a continual focus on highlighting pro-social behavior and values. Students were recognized for their positive behavior in front of their peers with "I Care" messages read by the principal at "opening ceremony". "Opening ceremony" is when the entire student body and staff gather together in the gymnasium each morning before school begins. A sample copy of the "I Care" message can be found in Appendix F. This was a great way to enhance student self-esteem. The students were also taught the "I Care" plan which is a discipline program based on self-control and personal commitment to the rules. Daily thirty-minute implementation of "I Care" lessons and whole or small group instruction of specific social skills tool place. Samples of kindergarten and second grade lessons can be found in Appendix G. Student behavior was continuously monitored by the use of observation checklists targeting inappropriate behaviors that were completed by the classroom teacher. Weekly totals summarizing these checklists can be found in Appendix H. Continuous feedback was also given to students with regard to acceptable or unacceptable behavior choices. The term consequence was discussed frequently and did occur if inappropriate choices were made. The teachers focused and planned carefully to ensure consistent time management and a variety of activities.

Daily thirty-minute sessions of cooperative learning took place in each of the targeted classrooms. Heterogeneous base groups were formed in September, and the members participated in several team-building activities. Teachers wanted their students to develop a shared sense of membership in, and responsibility for, their school community. The team-building activities were designed so students in each base group could get acquainted, develop a team identity, provide mutual support to one another, accept value differences, and develop synergy. A sample of a team-building exercise designed to develop synergy can be found in Appendix I. The cooperative groups were provided with plenty of opportunity for social interaction. Cooperative lessons were designed with positive interdependence and individual accountability in mind. The groups were evaluated on the processes of cooperative learning as well as a shared product. The targeted students were expected to use the social skills they were being taught during the completion of cooperative tasks. There was always time allotted for group debriefing and processing. The teachers believed the reflection process was a crucial component to student understanding and improvement with regard to cooperative group and social skills expectations. Beginning in September, cooperative groups were monitored on a continual basis. Teachers began evaluating the base groups on a weekly basis at the end of October. Social skills inventories and weekly class master lists can be found in Appendix J.

Targeted students also participated in weekly thirty-minute peer mentoring sessions. Prior to mentoring implementation, teachers planned several training and mentoring lessons. Teacher planning began in early October, and it was followed by two weeks of student training. Students were expected to participate in peer training that included modeling expected behavior, role-play situations, reflection, and a teamwork training video. Social skills expectations continued to be highlighted and reviewed during training as well as consequences for inappropriate behavior choices. Problem solving was also an integral component of the peer mentoring sessions. Students dealt with questions such as: "Is this helping or not helping?" or "What could you do differently?" Teachers consistently monitored student participation and acted as facilitators during reflection/problem solving sessions. A sample of a peer mentoring lesson involving second graders and kindergartners can be found in Appendix K. These mentoring sessions were an efficient and effective way to increase student responsibility, provide opportunity for social interaction, and practice the skills being taught.

Multiple intelligence activities were also implemented during the intervention period. These activities were designed to address the reading and mathematics curriculum. Teachers planned and implemented four multiple intelligence stations twice a week. Each of the four stations was approximately fifteen minutes in length so one complete rotation would take about one hour. A sample of one weeks worth of rotations (eight activities) for kindergarten and second grade can be found in Appendix L. By incorporating multiple intelligence activities into the classroom, the teachers hoped to address the varied needs and learning styles of their students. Student academic achievement with regard to reading and math was determined by administering criterion-referenced teacher-made tests before and after the intervention. A copy of these tests can be found in Appendix M.

In addition, the teachers committed themselves to planning and implementing a classroom environment that promoted honesty, trust and encouragement in order to foster student risk taking. This environment was created prior to the onset of this project, implemented at the onset of the project, and developed, nurtured and reinforced throughout the rest of the project and the school year. Teachers arranged the furniture to foster peer interaction, made the students accountable for their actions, and were accepting of student's thoughts, feelings and ideas. Teachers were also responsible for facilitating student success by fostering a sense of teamwork, by using encouraging remarks, by using positive reinforcement, and by teaching questioning techniques and decision-making skills.

Presentation and Analysis of Results

In order to assess students' knowledge regarding acceptable behavior and their ability to respond pro-socially, teacher-constructed interviews were conducted with each of the targeted students before and after the intervention took place. The five interview questions posed potential situations students may encounter. A copy of these questions can be found in Appendix A. During the interview, the students were asked to tell how they would respond in each of the simulated situations. A rubric, created by the teacher researchers, classified responses as either pro-social or anti-social. These data were aggregated by the month the interview was given and by grade level of the student responding. The findings are reported in the following table.

Table 4

Student Interview Responses for Classes A and B

	Class A (Kdg.		Class B (Second Grade)		**Totals**	
	Sept.	Jan.	Sept.	Jan.	Sept.	Jan.
Pro-social responses	56%	**93%**	85%	**97%**	71%	**95%**
Anti-social responses	37%	**7%**	15%	**3%**	26%	**5%**
No response	6%	**0%**	0%	**0%**	3%	**0%**

The data show an increase in the number of pro-social responses for kindergartners, from 56% to 93% between the September '98 interview and the January '99 interview and an increase in the number of pro-social responses for second graders, from 85% to 97% during the same time frame. The data also indicate a decrease in the number of anti-social responses for kindergartners, from 37% to 7% between the September '98 interview and the January '99 interview and a decrease in the number of anti-social responses for second graders, from 15% to

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3% during the same time frame. Overall both classes showed an increase in pro-social responses and a decrease in anti-social responses.

The use of direct instruction of social skills in both classes appears to have had a positive effect on students' knowledge regarding acceptable behavior and their ability to respond pro-socially. In addition, the table shows ALL students were able to respond to questions during the second interview given in January while not all responded in September. Researchers felt that by January, kindergarten students had a better rapport with their teacher and were obviously more self-confident and comfortable discussing the interview questions. They also seemed more willing to take risks in order to answer the questions posed by their teacher.

In order to document the extent of inappropriate behaviors displayed by the targeted students in classes A and B, behavior observation checklists were used. Teachers noted inappropriate student behaviors by making tally marks on morning and afternoon checklists. A copy of these checklists can be found in Appendix H. The targeted inappropriate behaviors included student-to-student aggressive interactions such as hitting, kicking, biting, pushing, and spitting. Inappropriate behaviors also included student-to-teacher interactions that were further divided into active and passive categories. The active category included behaviors such as talking, interrupting, noisemaking, getting out of seat, inappropriate language, and defiance. The passive category included behaviors such as playing in desk/cubby, daydreaming, and chair-tipping.

Weekly totals of specific inappropriate behaviors for class A and B for all twenty-one weeks of the project can be found in Appendix N. These data are presented in Tables 5 and 6 and summarized in Figures 7 and 8.

Table 5

Categorical Summary of Observation Checklists (Weekly Totals) for Class A (Kindergarten)

Weeks	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**
Student-to-student (aggressive)	12	69	100	149	151	99	55	83	67	57	46	40	54	24	27	38	11	7	8	18	9
Student-to-teacher (active)	173	267	656	516	482	370	286	354	352	309	189	268	241	183	280	397	191	104	114	139	60
Student-to-teacher (passive)	9	43	80	83	86	61	39	73	84	43	35	31	33	15	32	49	15	4	4	14	4

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Table 6

Categorical Summary of Observation Checklists (Weekly Totals) for Class B (Second Grade)

Weeks	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**
Student-to-student (aggressive)	3	1	5	19	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Student-to-teacher (active)	123	384	422	305	361	157	97	66	62	58	58	37	28	28	38	16	12	20	16	19	4
Student-to-teacher (passive)	24	21	84	26	4	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	0

Tables 5 and 6 make it very clear how significantly the behaviors in all three categories decreased from weeks four through twenty-one. By the completion of the research project, the categories of student-to-student aggressive behaviors and student-to-teacher passive behaviors were very minimal in kindergarten and nonexistent in second grade. Student-to teacher active behaviors occurred most frequently; however, there was a dramatic decline in the frequency of those behaviors as well. It is clear to the researchers that the "I Care" program mainly designed to address student-to-student aggressive behaviors had an impact on the targeted students' aggressive behavior. The students were clearly using the plan to help themselves make more appropriate decisions with regard to aggressive impulsive behavior. It is also believed that opportunities to practice appropriate pro-social behavior benefited the targeted students and their ability to listen, think, and compromise with one another. In addition, the teachers utilized literature as a means to enhance students' knowledge of appropriate pro-social behavior. Each day, books were read to students in the targeted classrooms. A variety of graphic organizers were used as tools for discussion of the stories and organization of students' thoughts, feelings, and comments related to them. A copy of the literature lists for Classes A and B can be found in Appendix N.

The observation checklist data for Class A and B can also be easily interpreted by analyzing Figures 7 and 8 below. These figures summarize the frequency of the observed targeted inappropriate behaviors shown collectively without the use of categorical groups. Figure 7 reflects the kindergarten results, and Figure 8 reflects the second grade results.

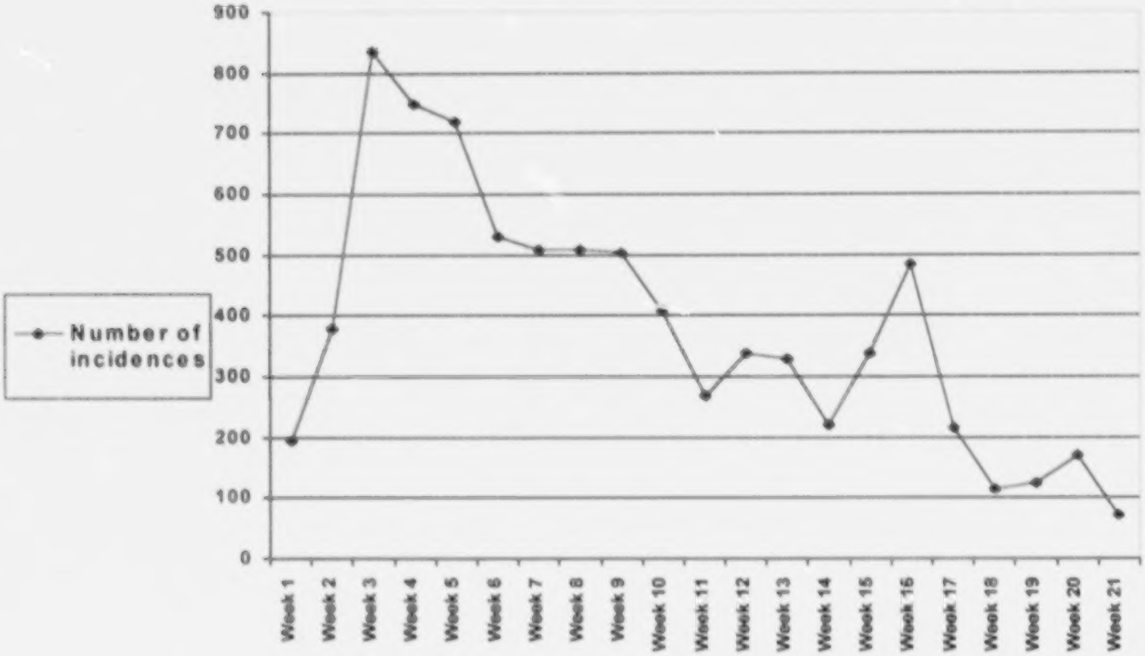


Figure 7. Observation Checklists Recording Inappropriate Behaviors for Class A (Kindergarten)

Figure 7 shows the observation checklist data recording inappropriate behaviors for Class A (Kindergarten). These data indicate that inappropriate behaviors encompassing off-task, aggressive, and defiant actions significantly increased from week one to week three. Beginning in week four, there was a steady decline in the targeted inappropriate behaviors that continued through week eleven. From week eleven through week sixteen, researchers noted a tumultuous period of recorded inappropriate student behaviors. Then from week seventeen through week twenty-one there was a dramatic decline in student misbehaviors. Many factors influenced student behaviors between week one and week twenty-one.

Researchers attribute the rise in student misbehaviors from week one through week three to a variety of factors. First, the students began the school year by attending class for only three hours during weeks one and two as opposed to the six and one-half hours attended the third week of the school year. Second, with each attendance day, the students felt more confident and comfortable as they became acclimated to their new classroom environment. Also, as students were required to stay on task for a longer period of time, to complete assignments, and to be more independent, their inappropriate behaviors increased. In addition, teachers and students were experiencing a "honeymoon" period during the first two or three weeks of school. This was a time when students were on their "best behavior." As students became more comfortable with one another and their surroundings, they began to take more risks and test the limits and/or boundaries regarding acceptable behavior.

A steady decline through week eleven indicated that direct instruction of social skills resulted in less inappropriate behavior exhibited by the targeted students. However, as the Thanksgiving and Christmas holidays approached, researchers noted a drastic increase in inappropriate student behavior during weeks fourteen through sixteen. During this time period, anticipation and excitement were obvious and directly affected the kindergartners' ability to focus, stay on task, and model pro-social behavior.

A steady decline through the end of the intervention indicated that students demonstrated an increased understanding of appropriate behavior and social skills. In addition, students increased their use of pro-social behaviors and skills, and they also demonstrated the ability to accept responsibility for choices made.

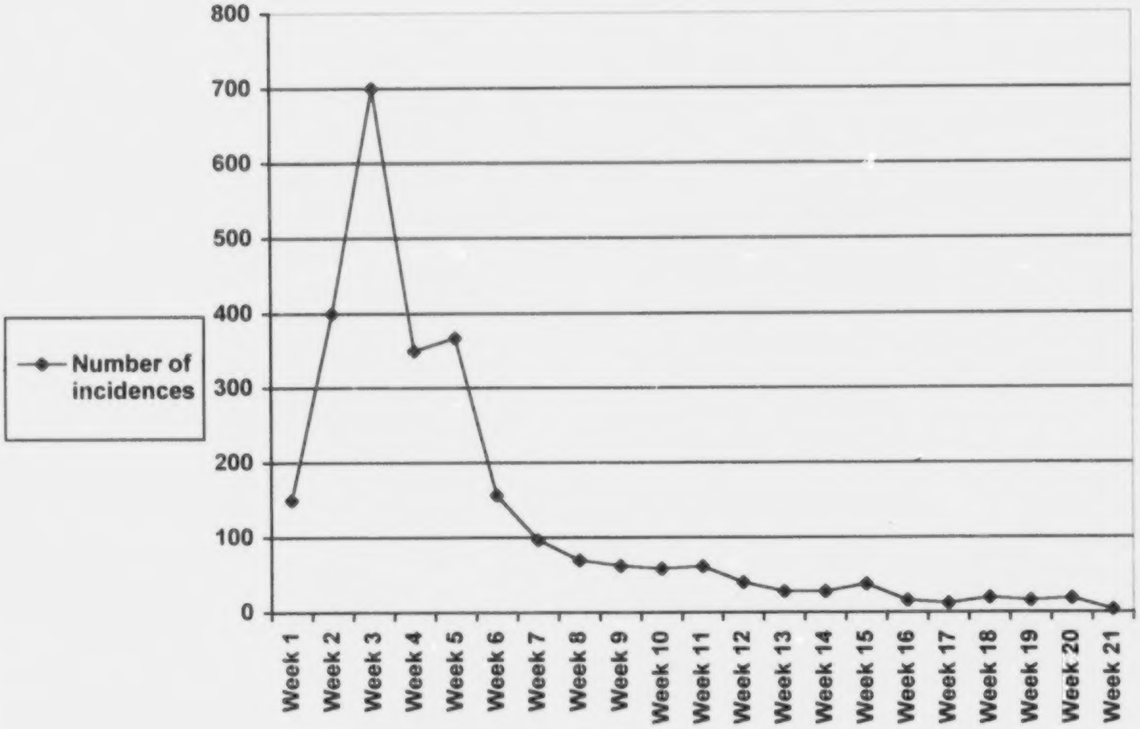


Figure 8. Observation Checklists Recording Inappropriate Behaviors for Class B (Second Grade)

Figure 8 shows the observation checklists recording inappropriate behaviors for Class B (Second Grade). Pre-intervention data (weeks one through three) showed a dramatic increase in anti-social behavior. Weeks four through twenty-one shows a steady decline in the targeted inappropriate behaviors. Researchers feel that as a result of the direct instruction of social skills, opportunities to practice the targeted skills, and positive feedback and reinforcement regarding social skills, second graders were able to significantly decrease their anti-social behavior.

In order to examine the effect of direct social skills instruction on academic performance, age-appropriate math tests were administered to the targeted 22 kindergarten students and to the

23 second grade students pre-intervention and 24 second grade students post-intervention. A copy of these math tests can be found in Appendix M. Researchers determined that the mastery level would be 90% or above. Figures 9 and 10 below illustrate students' scores on the mathematics pre-test and post-test.

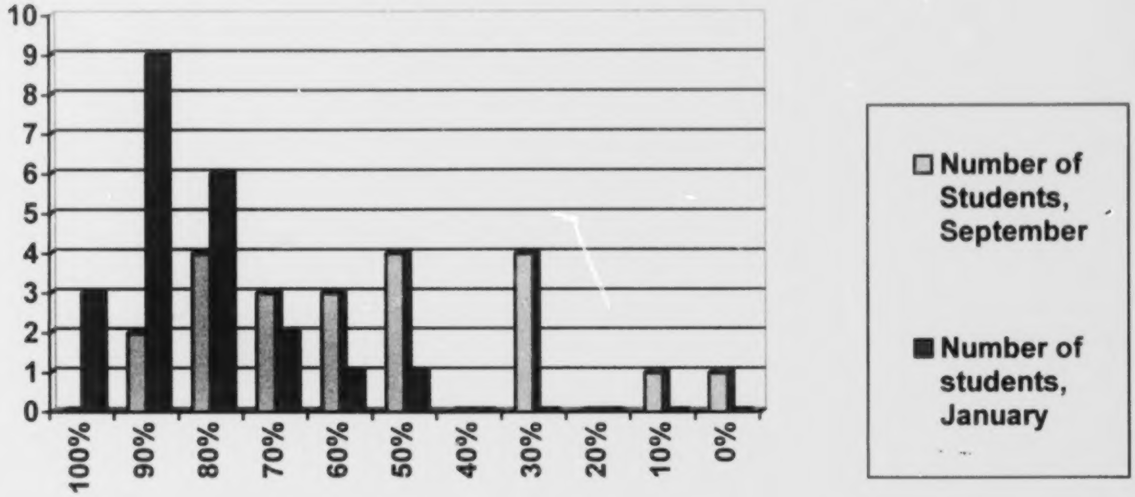


Figure 9. Math Scores for Class A (Kindergarten)

The figure indicates that of the 22 targeted kindergarten students who were tested in mathematics, only two students (9%) scored at a mastery level of 90% or above on the pre-test as opposed to twelve students (55%) who scored 90% or above on the math post-test. A majority of the students (91%) fell below mastery level on the pretest while only 45% fell below mastery on the post-test. It is also important to note that on the pre-test 45% of the targeted kindergartners scored 50% or below. However, only 5% scored 50% or below on the post-test. Researchers believe these significant academic gains can be attributed, in part, to direct social skills instruction received by the targeted kindergartners. They were better listeners, more motivated to learn, and they accepted more responsibility for their own learning.

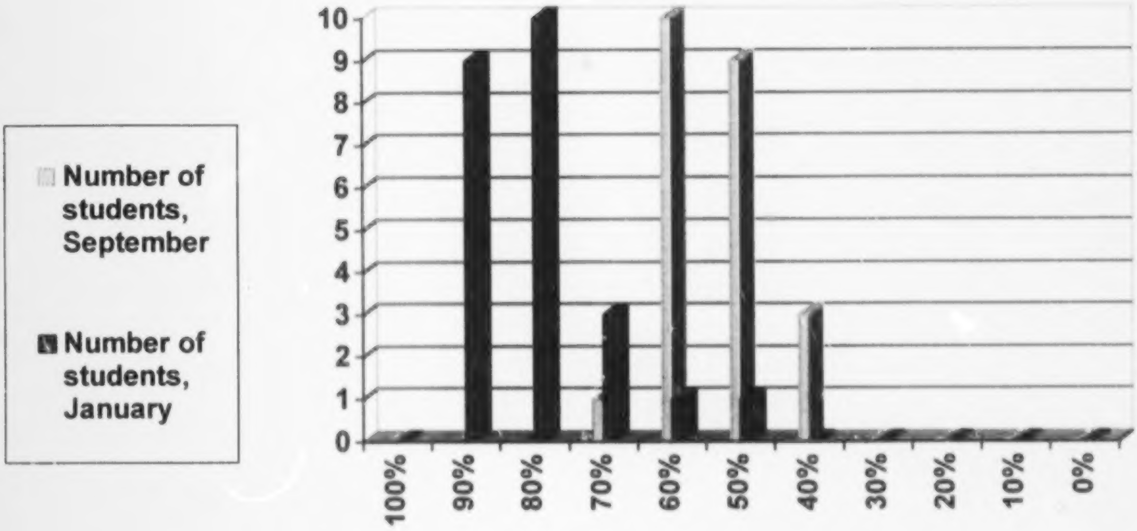


Figure 10. Math Scores for Class B (Second Grade)

Figure 10 shows the math scores for Class B (Second Grade). The figure indicates that of the 23 targeted second grade students who were tested in mathematics, no students scored at a mastery level of 90% or above on the pre-test. The results of the math post-test indicates that 38% of the second graders scored at a mastery level of 90% or above. On the pre-test, 100% of the targeted second graders fell below mastery. However, on the post-test only 63% fell below mastery. It is important to note that 52% of the second graders scored 50% or below on the math pre-test while only 4% scored 50% or below on the post-test. It is these children who score 50% or below who are believed to be most at-risk when considering achievement. Researchers believe these significant academic improvements can be partially attributed to direct social skills instruction the targeted second graders received. The second graders became more responsible for their own learning through increased knowledge of problem-solving, decision-making, and questioning techniques. They were also more willing to take risks.

An age–appropriate reading test was administered to the targeted 22 kindergarten students and to 23 second grade students (pre-test) and 24 second grade students (post-test). A copy of these reading tests can be found in Appendix M. Reading tests were given in order to assess their academic achievement. The researchers determined that the mastery level would be 90% or above. Figures 11 and 12 below document the results of

the reading pre-test and post-test.

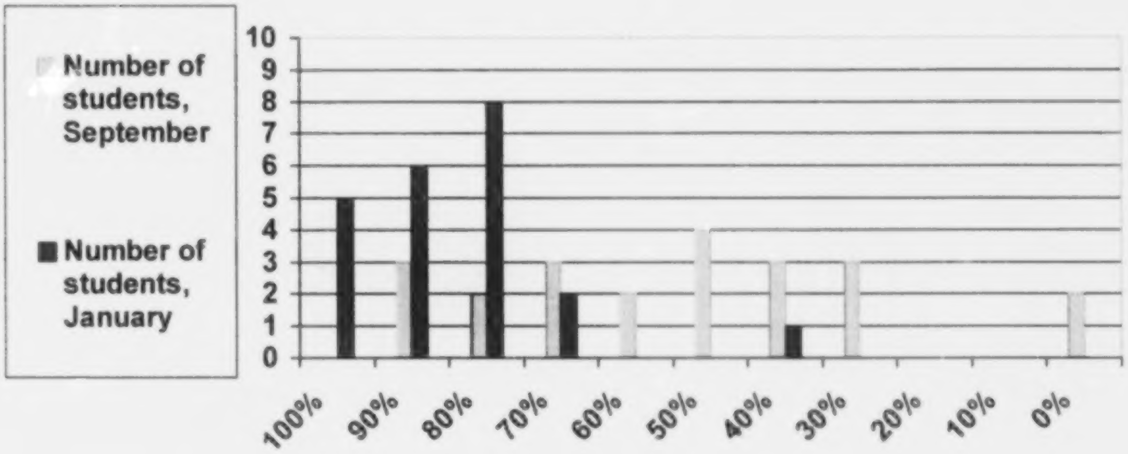
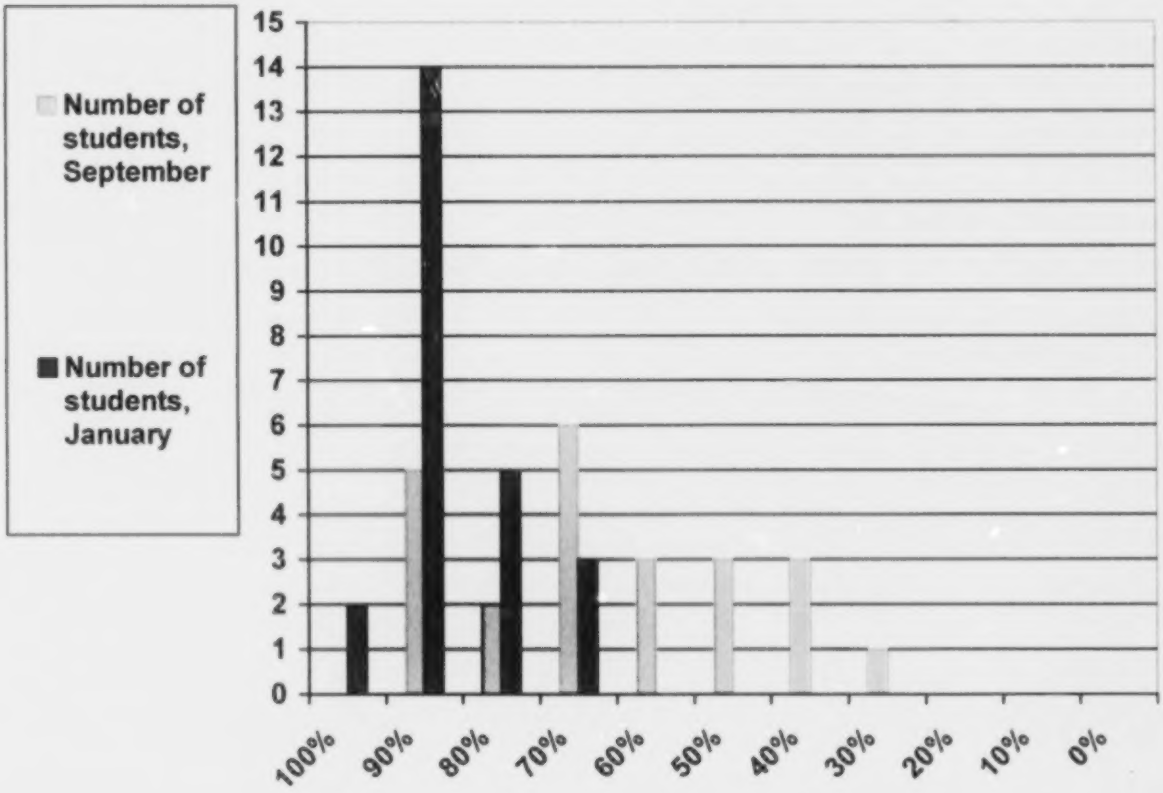


Figure 11. Reading Scores for Class A (Kindergarten)

Figure 11 indicates that of the 22 targeted kindergarten students who were tested in reading, only three students (14%) scored at a mastery level of 90% or above on the pre-test as opposed to eleven students (50%) who scored 90% or above on the reading post-test. A majority of the students (86%) fell below mastery level in reading when pre-tested. However, only 50% fell below mastery level on the reading post-test. When pre-tested, 55% of the kindergarten students scored 50% or below and were considered to be academically at-risk in reading compared to only 5% of the students scoring 50% or below on the post-test. Once again, researchers believe the comparable significant academic gains that were recognized on the math post-test can also be attributed, in part, to direct social skills instruction received by the targeted kindergartners. Additionally, the use of multiple intelligence units enhanced the curriculum and seemed to have a positive effect on student motivation and participation.

Figure 12. Reading Scores for Class B (Second Grade)

Figure 12 indicates that five second grade students (22%) scored at a mastery level of 90% or above on the reading pre-test. Therefore, 78% of the second grade students fell below mastery level when pre-tested in reading. However, sixteen students (67%) scored at a mastery level of 90% or above on the reading post-test leaving only 33% of the second grade students falling below mastery level. The results of the pre-test show 35% of the targeted second graders falling below expectations (70%-80% range); however, 30% of the second grade students were



considered to be academically at-risk in reading due to scores of 50% or below. The results of the post-test indicate that 33% of the targeted second grade students fell within the 70%-80% range and no students were considered to be academically at-risk. Once again, researchers believe the comparable significant academic gains that were recognized on the reading post-test can also be attributed, in part, to direct social skills instruction received by the targeted kindergartners. Additionally, the use of multiple intelligence units enhanced the curriculum and seemed to have a positive effect on student motivation and participation.

Researchers wanted to determine the students' ability to perform social skills within cooperative base groups. Five specific social skills were targeted. These included listening to each other, taking turns, encouraging others, following role assignments, and negotiating and/or compromising. An inventory was designed to assess students' levels of success with regard to each of the targeted skills. A copy of the Social Skills Inventory can be found in Appendix J. The researchers utilized a scale for observed targeted behaviors. The scale consisted of student behaviors observed "frequently", "sometimes", and "not yet". The observations were divided into two, five-week periods. Each base group was observed twice. Copies of the completed social skills inventories for kindergarten and second grade can also be found in Appendix J . Results of the social skills inventories can found below in Figures 13 and 14.

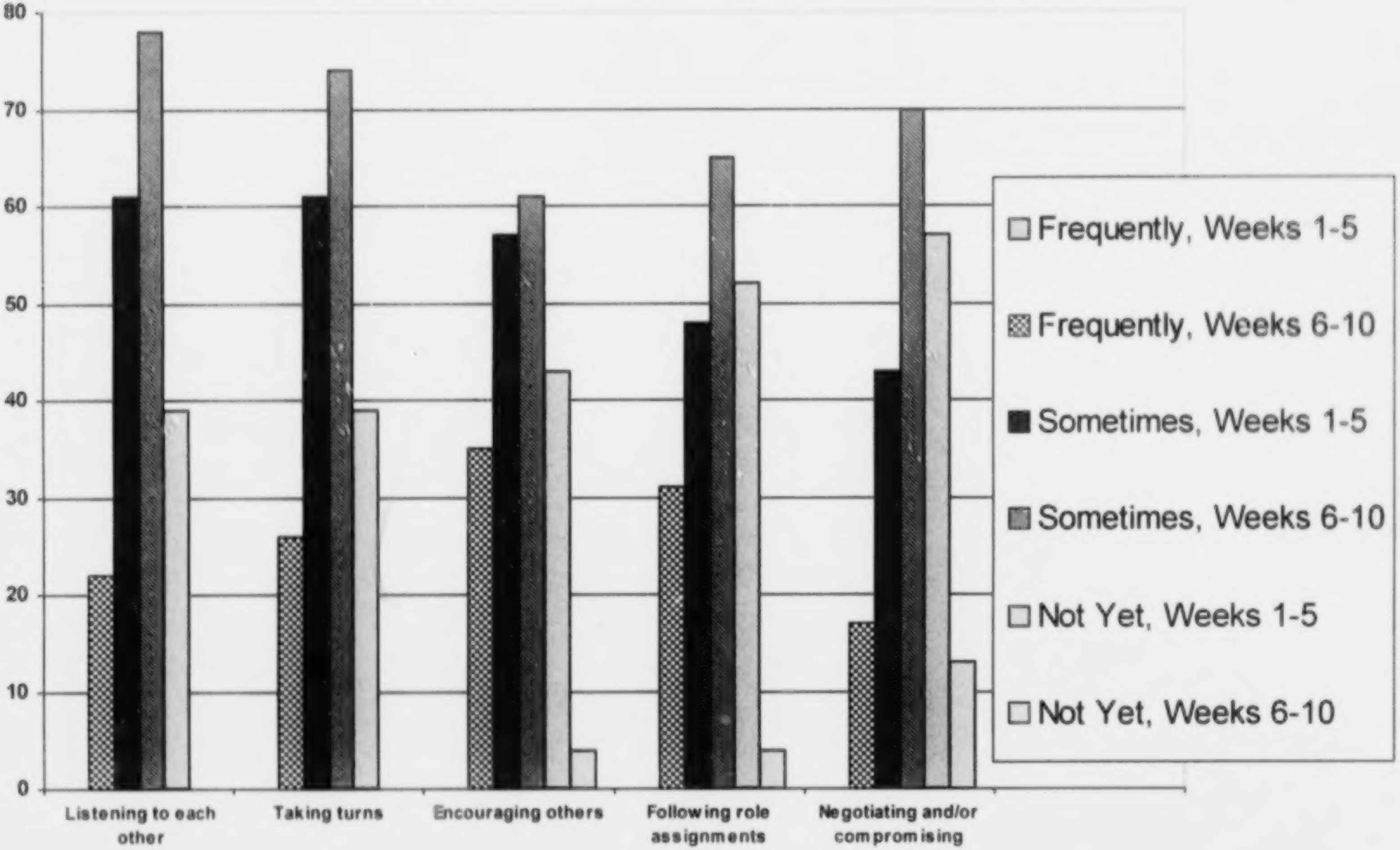


Figure 13. Percentage of Students Displaying Behaviors Targeted in Social Skills Inventory for Class A (Kindergarten)

Figure 13 analyzes the results of the kindergarten base group observations. The figure shows each of the targeted behaviors and their frequency during weeks one through five and weeks six through ten. The figure indicates that there weren't any kindergartners who were able to listen to each other, take turns, encourage others, follow role assignments, and negotiate and/or compromise ***frequently*** during weeks one though five. This is noted by the absence of solid blue bars above each of the categories. However, during weeks six through ten, 22% of the kindergartners were able to ***frequently*** listen to each other, 26% were able to ***frequently*** take turns, 35% were able to ***frequently*** encourage others, 31% were able to ***frequently*** follow their role assignments, and 17% were able to ***frequently*** negotiate and/or compromise with their group members.

During weeks one through five, 61% of the kindergartners were able to ***sometimes*** listen to each other, 61% were able to ***sometimes*** take turns, 57% were able to ***sometimes*** encourage others, 48% were able to ***sometimes*** follow their role assignments, and 43% were able to ***sometimes*** negotiate and/or compromise with their group members. During weeks six through ten, 78% of the kindergartners were able to ***sometimes*** listen to each other, 74% were able to ***sometimes*** take turns, 61% were able to ***sometimes*** encourage others, 65% were able to ***sometimes*** follow role assignments, and 70% were able to ***sometimes*** negotiate and/or compromise with their group members.

During weeks one through five, 39% of the kindergartners were ***not yet*** able to listen to each other, 39% were *not yet* able to take turns, 43% were ***not yet*** able to encourage others, 52% were not yet able to follow role assignments, and 57% were ***not yet*** able to negotiate and/or compromise with their group members. During weeks six through ten, there weren't any students not yet able to listen to each other and take turns. This is indicated by the absence of a patterned yellow bar above each category. In addition, only 4% (one student) of the kindergartners were ***not yet*** able to encourage others or follow their role assignments, and 13% (three students) were ***not yet*** able to negotiate and/or compromise with their group members.

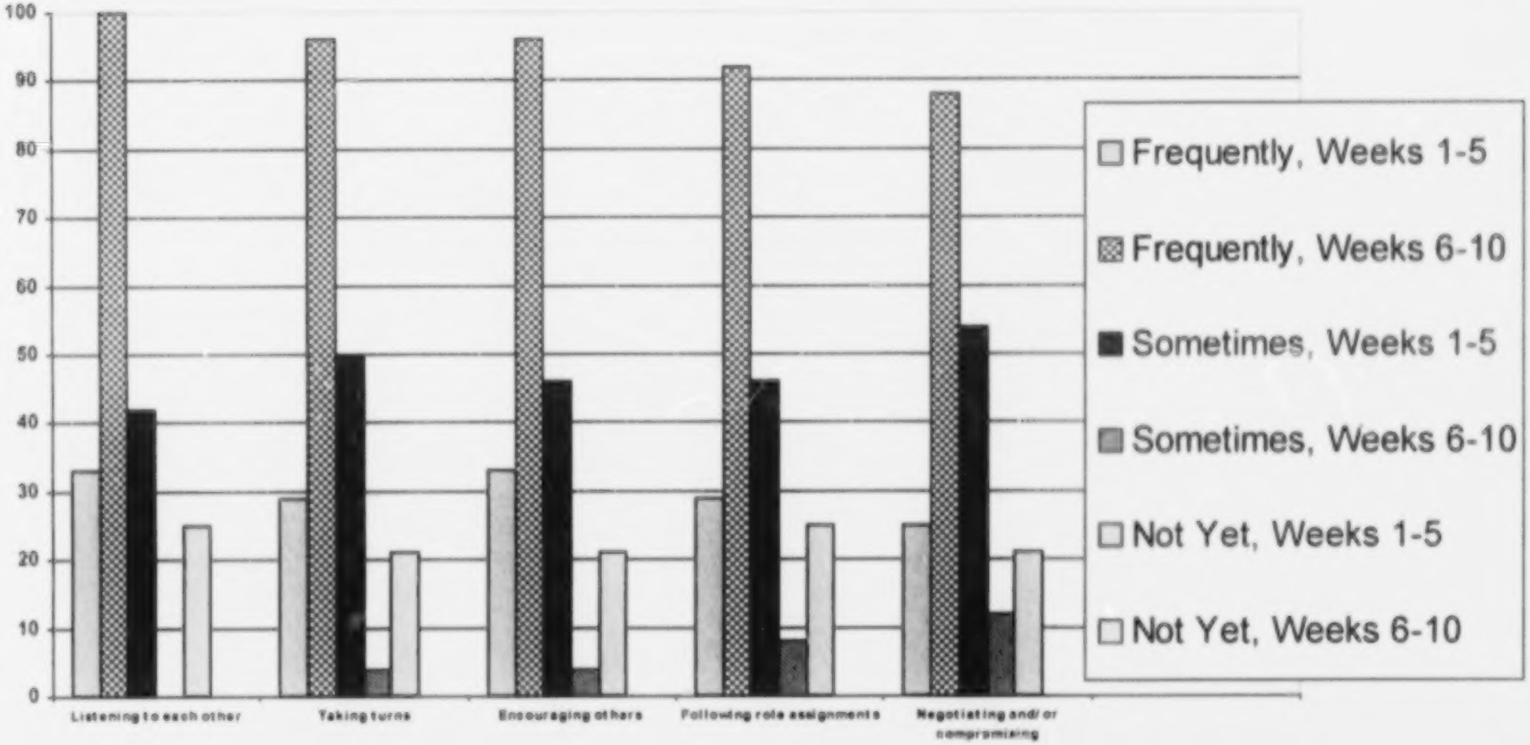


Figure 14. Percentage of Students Displaying Behaviors Targeted in Social Skills Inventory for Class B (Second Grade)

Figure 14 analyzes the results of the second grade base group observations. The figure shows each of the targeted behaviors and their frequency during weeks one through five and weeks six through ten. The figure indicates that during weeks one through five, 33% of the second graders were able to ***frequently*** listen to each other and 33% ***frequently*** encouraged others, 29% were able to ***frequently*** take turns and 29% ***frequently*** followed role assignments, and 25% were able to ***frequently*** negotiate and/or compromise with their group members. However, during weeks six through ten, 100% of the second graders were able to ***frequently*** listen to each other, 96% were able to ***frequently*** take turns and 96% were able to ***frequently*** encourage others, 92% were able to ***frequently*** follow their role assignments, and 88% were able to ***frequently*** negotiate and/or compromise with their group members.

During weeks one through five, 42% of the second graders were able to ***sometimes*** listen to each other, 50% were able to ***sometimes*** take turns, 46% were able to ***sometimes*** encourage others, 46% were able to ***sometimes*** follow their role assignments, and 54% were able to ***sometimes*** negotiate and/or compromise with their group members. During weeks six through ten, as indicated by the absence of a patterned red bar, 0% of the second graders were able to ***sometimes*** listen to each other, 4% were able to ***sometimes*** take turns, 4% were able to ***sometimes*** encourage others, 8% were able to ***sometimes*** follow role assignments, and 12% were able to ***sometimes*** negotiate and/or compromise with their group members.

During weeks one through five, 25% of the second graders were ***not yet*** able to listen to each other, 21% were ***not yet*** able to take turns, 21% were ***not yet*** able to encourage others, 25% were ***not yet*** able to follow role assignments, and 21% were ***not yet*** able to negotiate and/or compromise with their group members. During weeks six through ten, there weren't any students ***not yet*** able to listen to each other, take turns, encourage others, follow role assignments, or negotiate and/or compromise. This is indicated by the absence of a patterned yellow bar above each category.

Teacher researchers began dividing their classes into heterogeneous base groups in September, and began building a foundation for successful peer interaction. Direct social skills instruction was used to teach students how to work productively in cooperative groups. Once base groups were formed, team building activities were used to foster a sense of belonging and comradeship From then on, daily, thirty-minute cooperative group activities were created and implemented. This gave the targeted students a daily opportunity to practice cooperative, social interactions. Each activity was designed so there was a positive interdependence among team members. Students were individually accountable for their assignment as well as accountable for a shared product within the framework of their base groups. At the end of the sessions, time was always taken to share and reflect. The teacher was responsible for facilitating , mentoring, and evaluating the cooperative group sessions. Formal base group observations began on October 30, 1998. From then on, one base group was formally observed each week making a total of two formal observations for each group. These observations ended on January 29, 1999.

When comparing weeks one through five with weeks six through ten, researchers noticed an increase in EACH of the five targeted social skill categories. They felt these increases may be directly attributed to the direct social skills instruction the students had received and from the opportunities they had to practice each of the skill.

Conclusions and Recommendations

Based on the presentation and analysis of the data on direct social skills instruction and its effect on enhanced academic achievement, the students showed that as their social skills improved, their academic achievement also improved. According to behavior checklists, targeted students in both classes showed a decrease in student-to-student aggressive behaviors and student-to-teacher active and passive inappropriate behaviors. As noted in teacher journals, much less time and energy was devoted to correcting inappropriate behaviors as the intervention was implemented. This allowed more time for uninterrupted, on-task teaching and learning. Teacher researchers noted a decrease in the time spent repeating instructions; therefore, academic engagement increased. Through the use of daily direct instruction of social skills, opportunities to practice the skills being taught, and reinforcement of the skills, the children of the targeted classrooms appeared to internalize the skills being taught. This was shown by the students' increased ability to discuss and display pro-social behavior, problem-solve, and make appropriate choices for themselves.

A noticeable improvement was seen in the five targeted cooperative learning skills that included listening to each other, taking turns, encouraging others, following role assignments, and negotiating and/or compromising with one another. As a result of direct instruction and practice of these targeted skills, students were able to function much more effectively within their cooperative base groups. By the culmination of the research project, targeted students were able to listen, react, and respond with greater insight than they did at the onset of the project. Although all of the targeted social skills were important for enhancement of academic achievement for the targeted population, researchers felt that listening was the MOST beneficial social skill taught. The students demonstrated more academic growth due to their increased listening skills.

Teacher researchers noted in journals that it was difficult for students to exhibit carry-over of ALL the targeted skills taught. However, researchers observed that students demonstrated SOME transfer of pro-social behavior. As long as the students were in the presence of their teachers, there appeared to be a transfer of appropriate social skills to other settings; but it was found that when students were with other staff who did not have the same expectations, more anti-social behaviors were noted.

By training students to work effectively during peer mentoring sessions and providing them with opportunities to do so, the sessions proved to be highly motivating and productive for ALL students involved. They had increased enthusiasm, participation, and enhanced self-esteem when these sessions took place. Peer mentoring seemed to foster a sense of "TEAM" within the classroom and school and provided researchers with the opportunity to increase the quality and quantity of peer interactions.

Another highly motivating addition to the curriculum was the use of multiple intelligence activity centers and/or units. Not only did these sessions help to develop an awareness of students' personal learning styles, they also helped to develop a knowledge of multiple intelligences and activities within each of the categories. The use of these centers and/or units helped enhance students' higher-level thinking and decision-making skills. Through the use of journal entries, teacher researchers noticed that students were working together like a team, becoming more flexible, and becoming better communicators. Researchers believe that the theory of multiple intelligences is the key to opening the door of learning for ALL children.

Upon reflection of this action research project, the teacher researchers noted that in order to accomplish their project objectives, they had to completely commit themselves to the project with honesty, hard work, and perseverance. As a result of this project, researchers felt they were much better at focusing and staying on-task. The research methods used were found to be very objective. Researchers used a structured approach with well-defined criteria. This made analysis of data clear and precise. Targeting only five specific social skills was beneficial to the researchers and students due to the time constraints of the project because more time was able to be devoted to each targeted social skill allowing practice, mastery, and transfer. One way researchers discussed to enhance the success of this project would be to involve parents. By informing parents about the social skills activities occurring in the classroom, consistency could exist between school and home. Parents would have a better understanding of the expectations at school and how to reinforce those same or similar expectations at home. Therefore, we recommend parental involvement be included in future projects.

In conclusion, the teacher researchers believe a lack of age appropriate social skills is detrimental to students' learning. This action research project has served to reinforce this belief. In order for students to successfully function during group work, they must be able to display appropriate pro-social behavior. Because students seem to learn best by the use of direct teacher instruction, we recommend using this format for teaching social skills in the classroom. Furthermore, by increasing the use of cooperative learning, peer mentoring, and multiple-intelligences activities, students are given many more opportunities to practice what they are learning and to internalize the skills. We suggest that direct social skills instruction, training, practice, and the implementation of the "I Care" program be incorporated as an integral part of the curriculum. The action plan followed during this research project was found to reduce inappropriate behaviors and increase pro-social ones. Consequently, more time was available for engaged academic instruction and learning, and this resulted in enhanced academic achievement and personal growth.

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APPENDICES

Appendix A
Student Interview Questions

Student Interview

Class ______

1. What do you do when someone pushes you out of line?

2. What do you do when someone hurts you? (hits, kicks, bites, slaps)

3. What do you do when you are angry?

4. What do you do when you lose a game?

5. What do you do when you have to do something that you don't like to do?

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Appendix B
Interview Assessment Rubric

Student Interview Rubric for Anti-social Responses

Responses	Comments
Physical aggression (Hitting, Kicking, Pushing, Shoving, Spitting, Biting)	
Inappropriate language (Namecalling, Using Swear Words, Threatening and/or Intimidating others)	
Crying	
Tantrums	

Student Interview Rubric for Pro-social Responses

Responses	Comments
Taking Turns/ sharing	
Uses problem solving skills	
Uses conflict resolution skills	
Ignores the problem/ walks away	
Uses any response that corresponds with "I Care" rules	
Talks out the problem	

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Appendix C
Observation Checklist Weekly Totals (Weeks One through Three)
Class A

Weekly Class Master List for Observation Checklist and Anecdotal

194 (8-27)-(9-2) 279 (9-3)-(9-9) 836 (9/10)-(9/16)

Behaviors (off-task, aggressive, defiance)	Week 1	Week 2	Week 3
hitting	7	34	25
kicking	0	4	0
biting	0	0	0
pushing	5	27	69
spitting	0	4	6
playing in desk/cubby	0	6	16
talking	54	79	222
interrupting	86	90	183
noisemaking	20	17	63
getting out of seat	5	17	42
daydreaming	7	30	35
chair-tipping	2	7	29
defiance	6	43	101
inappropriate language	2	21	45

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Appendix C
Observation Checklist Weekly Totals (Weeks One through Three)
Class B

Weekly Class Master List for Observation Checklist and Anecdotal Notes Target

* = active student to teacher
• = passive " "

Student to student aggressive

Behaviors (off-task, aggressive, defiance)	Week 1 8/27 - 9/2/98 150	Week 2 9/3-9/9 406	Week 3 9/10 - 9/17 692	Week 4 9/17 - 9/24 324
hitting	3	0	0	2
kicking	0	0	2	0
biting	0	0	0	0
pushing	0	1	3	1
spitting	0	6	0	6
• playing in desk/cubby	11	6	54	16
* talking	65	170	257	161
* interrupting	38	134	31	74
* noisemaking	1	9	10	4
* getting out of seat	17	71	80	65
• daydreaming	11	12	0	6
• chair-tipping	2	3	33	4
* defiance	0	0	23	0
* inappropriate language	7	6	21	1

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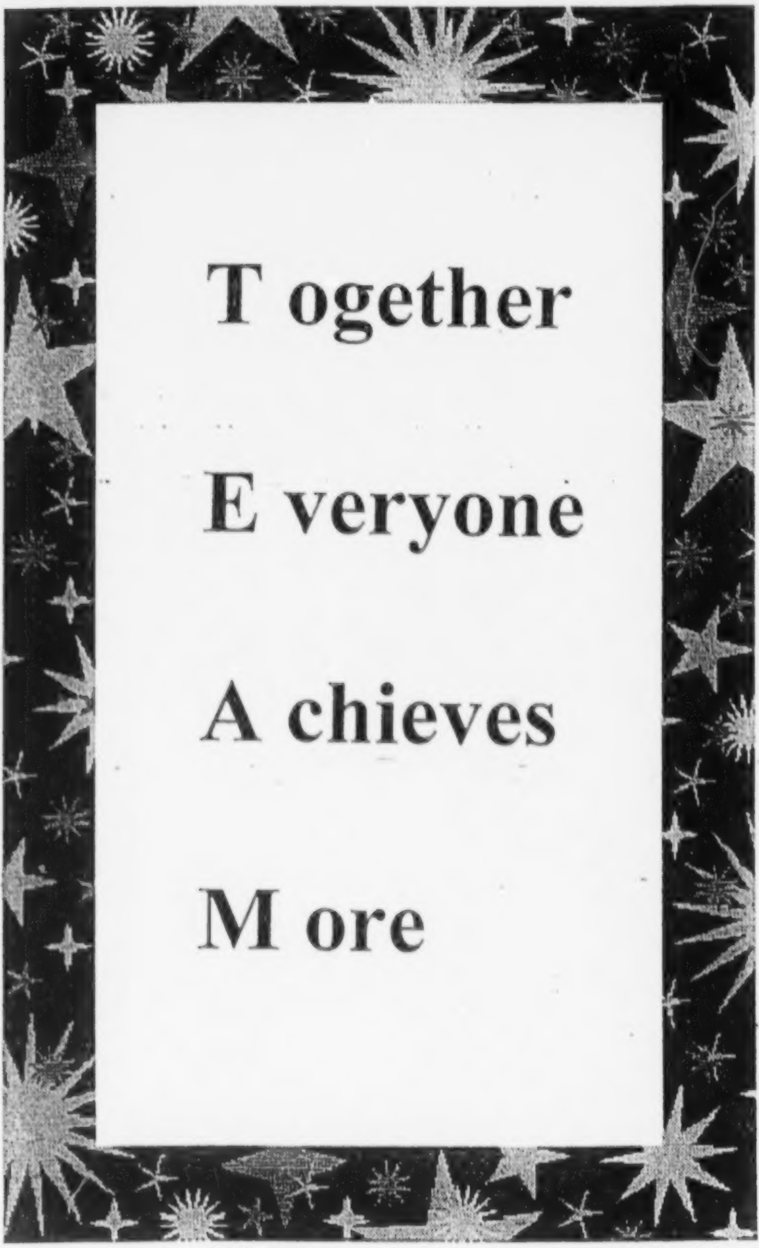
Appendix D
Team Acronym Poster



T ogether

E veryone

A chieves

M ore

Appendix E
Student Interview Questions

Student Interview

Class ______

1. What do you do when someone pushes you out of line?

2. What do you do when someone hurts you? (hits, kicks, bites, slaps)

3. What do you do when you are angry?

4. What do you do when you lose a game?

5. What do you do when you have to do something that you don't like to do?

Appendix E
Student Interview Master List

Student Interview Master List

Student Name	Pro-social Response	Anti-social Response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

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Appendix E
Student Interview Master Lists (Class A)

Initial Interview

Don't know 𝍸 II

Student Interview Master List

	Student Name	Pro-social Response	Anti-social Response
1.	Devan	II	III
2.	Sara	𝍸	
3.	Brenda	III	II
4.	Randi	I	IIII
5.	Jordan	𝍸	
6.	Anthony	𝍸	
7.	Amanda	II	III
8.	Dallas		II
9.	Brandon	III	II
10.	Andru	III	II
11.	Abbey	I	IIII
12.	Melanie	III	I
13.	Matthew	III	II
14.	Ryan	IIII	
15.	Chase	IIII	I
16.	Cody	III	II
17.	Jarod		𝍸
18.	Nicholas	I	IIII
19.	Dana	IIII	I
20.	Stefanie	III	II
21.	Breana	IIII	I
22.	Jesse	III	
23.			
24.			
25.			

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Appendix E
Student Interview Master Lists (Class A)

2nd Interview at conclusion of intervention. Class A

Student Interview Master List

	Student Name	Pro-social Response 93%	Anti-social Response .07%
1.	Devan	卌	
2.	Sara	卌	
3.	Brenda	IIII	I
4.	Randi	IIII	I
5.	Jordan	卌	
6.	Anthony	卌	
7.	Amanda	卌	
8.	Brandon	IIII	I
9.	Andrie	卌	
10.	Abbey	卌	
11.	Melanie	卌	
12.	Matthew	卌	
13.	Ryan	卌	
14.	Chase	卌	
15.	Jarod	IIII	I
16.	Nicholas	IIII	I
17.	Dana	卌	
18.	Stefanie	卌	
19.	Breana	卌	
20.	Jesse	卌	
21.	Kyle	III	II
22.	Cory	IIII	I
23.			
24.			
25.			

newer students (21–22)

Dallas + Cody moved during project

Appendix E
Student Interview Master Lists (Class B)

Initial Interview

Student Interview Master List

Sept 98

Student Name	Pro-social Response	Anti-social Response
1. Colin	𝍸	
2. Kenton	//	///
3. Megan	𝍸	
4. Damon	///	//
5. Ryan	𝍸	
6. Jennifer	𝍸	
7. Sarah	////	/
8. Jon H.	///	//
9. Ashleigh H.	𝍸	
10. Teddy	//	///
11. Renae	𝍸	
12. Xochitl	𝍸	
13. Kayla	𝍸	
14. Carly	////	/
15. Chris	𝍸	
16. Isabel	////	/
17. Tommy	////	/
18. Brady	𝍸	
19. Joseph	////	/
20. John R	////	/
21. Ashley R.	////	/
22. Drae	𝍸	
23. Daylyn	𝍸	
24.		
25.		

110

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Appendix E
Student Interview Master Lists (Class B)

Post-Interview

Class B

Student Interview Master List

120
116/120
4/120

97%

.03%

Student Name	Pro-social Response	Anti-social Response
1. Colin	𝍸	
2. Kenton	𝍷𝍷𝍷𝍷	𝍷
3. Megan	𝍸	
4. Damon	𝍸	
5. Ryan	𝍸	
6. Jennifer	𝍸	
7. Sarah	𝍸	
8. Jon	𝍷𝍷𝍷𝍷	𝍷
9. Ashleigh	𝍸	
10. Teddy	𝍷𝍷𝍷𝍷	𝍷
11. Renae	𝍸	
12. Xochitl	𝍸	
13. Kayla	𝍸	
14. Carly	𝍸	
15. Chris	𝍷𝍷𝍷𝍷	𝍷
16. Isabel	𝍸	
17. Tommy	𝍸	92%
18. Brady	𝍸	
19. Joseph	𝍸	
20. John R.	𝍸	
21. Ashley	𝍸	
22. Drae	𝍸	
23. Daylyn	𝍸	
24. Steven	𝍸	
25.		

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Appendix F
I Care Messages

I CARE MESSAGE

TO:________________________________

FROM:______________________________

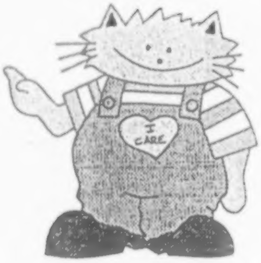
I CARE MESSAGE

TO:________________________________

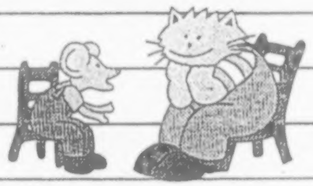
FROM:______________________________

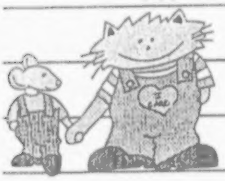
Appendix G
Sample I Care Lessons (Classes A and B)

I-Care Rules



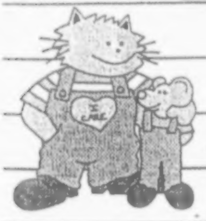
1. We listen to each other.





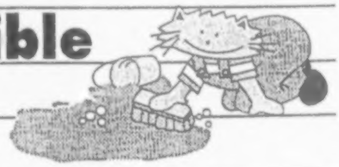
2. Hands are for helping, not hurting.

3. We use I-Care Language.



4. We care about each other's feelings.

5. We are responsible for what we say and do.



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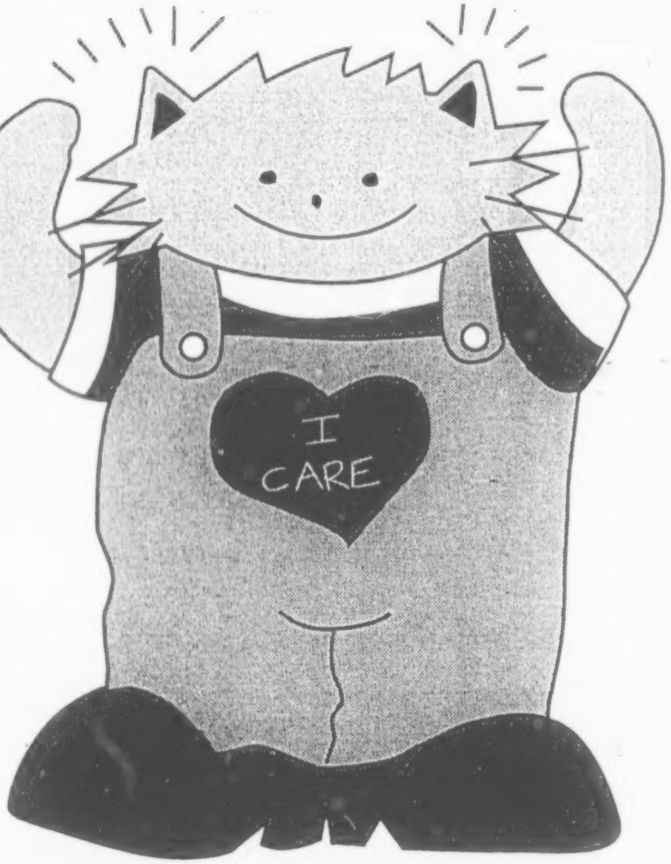
Appendix G
Sample I Care Lessons (Classes A and B)

RULE 1

We listen to each other.



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I-CARE CAT'S VISIT (1)

MATERIALS

S-2
I-Care Cat tape/CD
song: "My Name Is I-Care Cat"

◈ OBJECTIVES:

To summarize and recognize what listening is
To demonstrate good listening skills

◈ INTRODUCTION:

After listening to the tape, say, "I-Care Cat was talking to us about being good listeners. This will help us get to know each other and be good friends. How do we know when someone is listening to us?" Discuss what someone looks like when listening. Invite pairs of children to model good listening skills for the class. Afterwards, ask, "Why is it important to be a good listener? How do you feel when someone listens to you?"

◈ ACTIVITY:

Take the class outside to listen to the sounds in the environment. (If this isn't possible, bring in a tape of nature sounds for the students to listen to.) Have the children sit quietly with their eyes closed for one or two minutes. Tell them to listen for the sound of leaves, wind, birds, cars, voices, airplanes, machines, etc. When you get back to the classroom, have the children tell/list sounds they heard. Model handwriting and sentence form by doing a shared writing experience. (While writing out the students' choices on the graph, point out beginning sounds, ending sounds, rhyming words and letter formation.) Discuss which sounds are part of nature and which are made by machines. Graph on either chalkboard or chart paper:

EXAMPLE:

Nature Sounds	*Machine Sounds*	*People Sounds*

Quiet Sounds	*Noisy Sounds*

◈ CLOSURE:

"Listening helps us to understand what other people are saying and helps us learn new and interesting things."

TEACHING SUGGESTION:

Brainstorm answers to the questions suggested in the Introduction.

◈ ADDITIONAL ACTIVITIES:

1. Make a listening list as a shared writing lesson.

Today Doris listened to Karen.
On Monday, Harry listened to a bird sing.
On Tuesday, ________ listened to ________.
On Wednesday, ________ listened to ________.

2. Have children say different words while whispering, singing, talking loudly or softly; have the other children listen to the different levels of sound.

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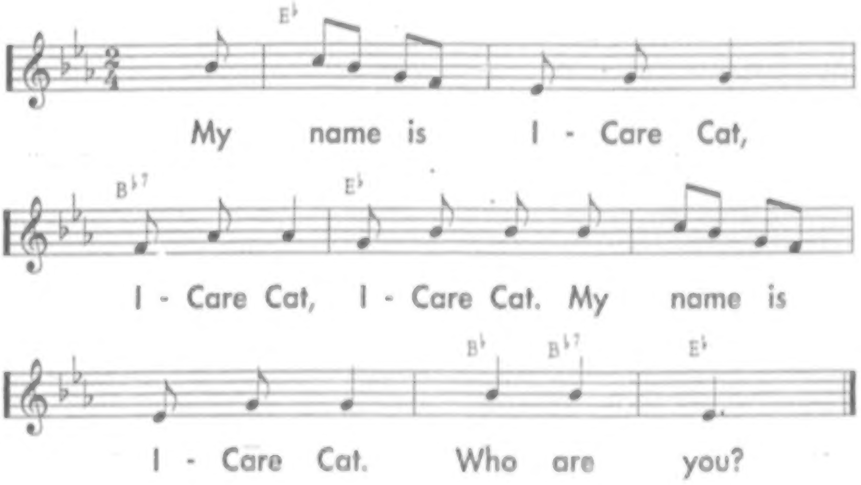
Appendix G
Sample I Care Lessons (Classes A and B)

My Name Is I-Care Cat


E♭
My name is I - Care Cat,
B♭7
E♭
I - Care Cat, I - Care Cat. My name is
B♭
B♭7
E♭
I - Care Cat. Who are you?

"My Name is I-Care Cat" from
Peacemaking Skills for Little Kids
Concept Book, page 4

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S–2

MAKING FRIENDS

MATERIALS

S-4
pencil
crayons
music
chairs for every child

OBJECTIVE:

To apply the skills/steps needed to make a friend

INTRODUCTION:

"Let's make a big circle. We're going to use our ears to listen to each other's names and find out what games others like to play. Friends call each other by their names. Here is a game that will help you make a new friend." Demonstrate the steps for the children: Look at the person. Smile. Say, **"My name is __________. What is your name? What games do you like to play?"** Choose some children to practice. When the children begin to remember the steps, have them take turns going around the circle and introducing themselves to the children on both sides of them. **"Isn't it nice to know each other's names? We learned everyone's name by listening."**

ACTIVITY:

Musical Friends: This is a take-off on musical chairs, but no one is eliminated. Find a chair for each child. Arrange the chairs in two rows that face each other. Have children form a circle around the chairs. When the music starts, have children march around chairs. When music stops, have children sit in the seat closest to them and make a friend with the person sitting across from them. (Have them follow the "Making Friends" process from Introduction and S-4.) Repeat three times.

ACTIVITY BOOK:

Complete "Making Friends" activity on page S-4. Assemble work together into a class book. Call the book *The Friendship Booklet*, or brainstorm other title ideas with the class.

CLOSURE:

"Let's remember to practice the steps to make a new friend."

TEACHING SUGGESTIONS:

After the activity, have the children introduce their new friend by name and tell what their friend likes to do. The next day, see who can remember what their friend said he or she liked to do.

Ask students, **"If a new child comes into your class, how could you become friends? If you were a new child, how could you make new friends?"**

ADDITIONAL ACTIVITIES:

Name Chant
Some names are short;
Some names are long.
Say your name
And clap along!

1a. Tell the children that each of their names has rhythm. Demonstrate this by clapping your hands to your name. (One clap for each syllable.) Clap each child's name and have children repeat. Teach the children the name chant.

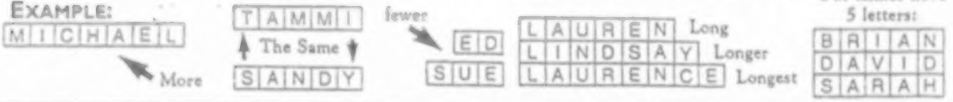
1b. After all the rhythm chants are completed, have each child write his/her name on a self-stick note and then put the notes on a chart labeled "How Many Syllables Are in Our Names?" Each child takes a turn to put his/her name in the correct column.

EXAMPLE:

1	2	3	4
John	Jose	Harrison	Elizabeth
Kim	Keisha	Melissa	

2. Using graph paper cut in two-row strips, pair the children to write names in the squares. Decide whether the name on top has more, fewer or the same number of letters as the bottom name. Have each child compare the names to his/her names. They can cut out and paste to construction paper.

EXAMPLE:



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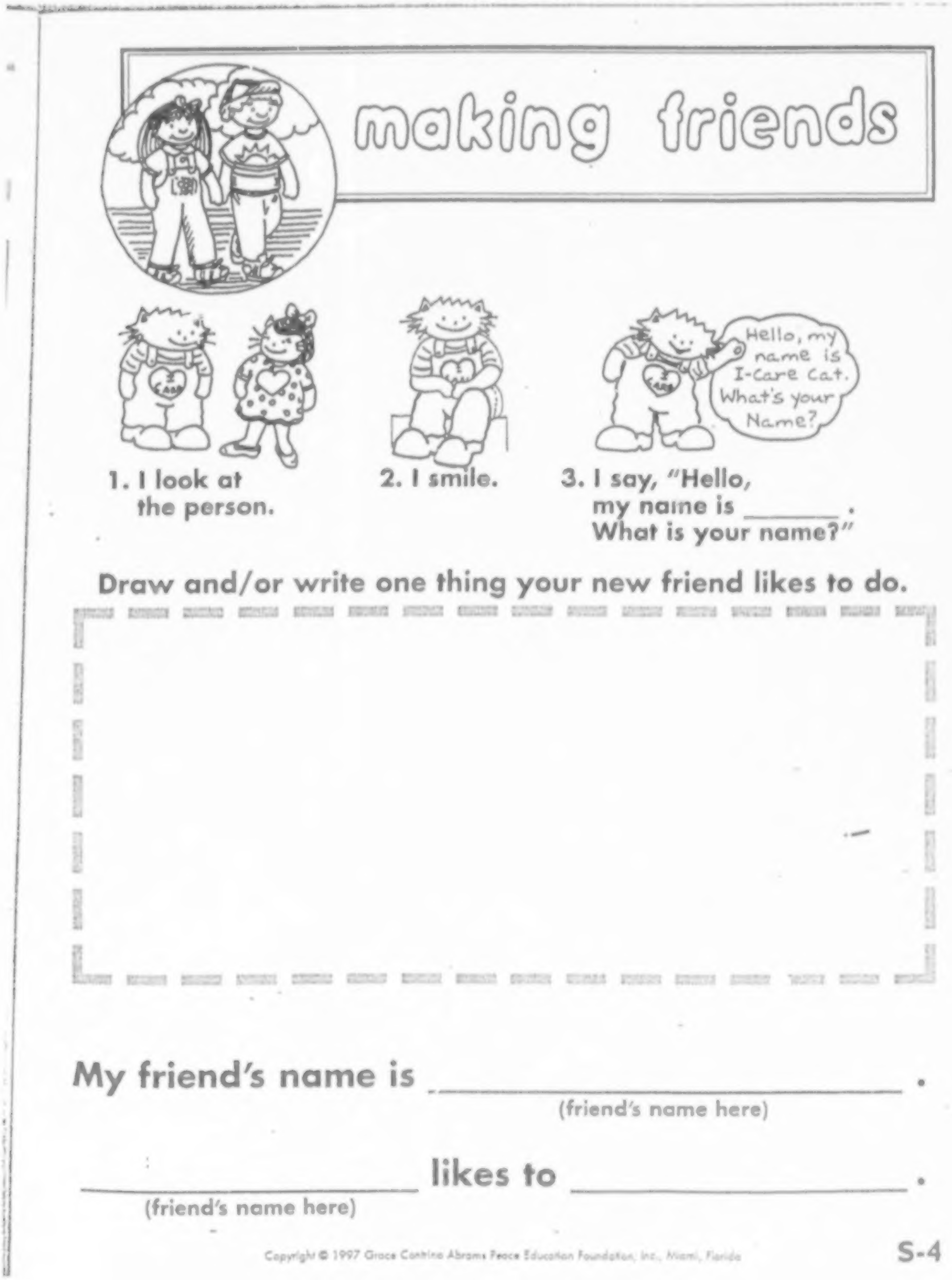
Appendix G
Sample I Care Lessons (Classes A and B)


Hello, my name is I-Care Cat. What's your Name?

making friends

1. I look at the person.

2. I smile.

3. I say, "Hello, my name is ______ . What is your name?"

Draw and/or write one thing your new friend likes to do.

My friend's name is ______________________ .
(friend's name here)

______________________ **likes to** ______________________ .
(friend's name here)

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S-4

We Listen to Each Other

◆ OBJECTIVES:

To identify the differences between listening and not listening. To recognize the importance of good listening

◆ INTRODUCTION:

I-Care Cat tape/CD: "My Name is I-Care Cat"

"I-Care Cat says friends listen to each other. How does it feel when others listen to you? How does it feel when people don't listen to what you say?" Discuss rule: We Listen to Each Other

◆ ACTIVITY:

Make a T-chart on listening.

Discuss: "What does good listening look like? What does good listening sound like? What does not-listening look like? What does not-listening sound like?"

	Listening	Not Listening
Looks Like		
Sounds Like		

Display this chart in the room to help children remember the desired behavior.

◆ CLOSURE:

"It is important to be a good listener so we can understand what people say and do, and be safe. Peacemakers listen without interrupting."

◆ ACTIVITY BOOK: PAGES 6 AND 7

Have students color each picture that shows good listening, complete "Yes or No?" and finish sentence starters.

Have students create stories about the illustrations on pages 6 and 7.

Discuss: "Who are the people in the picture? What are they talking about? Are they using the I-Care rule, 'We listen to each other.'? What will happen as a result of their actions? If they don't like the result, what can they do differently?"

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◆ CURRICULUM INFUSION ACTIVITIES:

Art:

Draw pictures that demonstrate good listening.

Social Studies, Safety:

Discuss: "When is listening to your parents or your teachers even more important than usual?" (During a fire drill, crossing the street, on a field trip, in a crowd) "When is it important to listen to the sounds around you?" (crossing streets, in crowded places) "What can happen when you don't listen?" (Get hurt, miss directions, get frustrated) "At what age don't we have to listen?" (We always have to listen.)

Art/Math (Geometry)

Have students work in pairs, sitting back to back. Child One draws a picture, using four geometric shapes (circle, square, rectangle, and triangle). Child One describes his/her picture to Child Two, who then tries to draw the same picture. Child Two cannot ask Child One any questions about the picture. After they are done, have students compare their pictures. Reverse the process so each child draws the other picture. Discuss what made it easy and hard to duplicate the picture.

Discuss: "What did your partner do that made it easy to match? Difficult? How important was listening? Do all words mean the same thing to everyone? Sometimes people get into fights because they didn't listen carefully. Sometimes people fight because they don't understand what the other person said. It's important to listen to each other and to ask questions if we are unsure about what the other person is telling us."

Music/Movement

Have a child stand in either the back or the front of the room with his or her back to the class. Let the student clap a rhythm. Have the class (or a small group) repeat the rhythm. Let a number of children lead the class.

Discuss: "How does listening affect our ability to copy the rhythm? Would it help to see the person? How is talking on the phone different from talking with someone in person?"

◆ STORIES:

Listening by Diane Stanley
Listen to Me by Barbara Neasi
Thy Friend Obadiah by Brinton C. Turkle
Grouchy Lady Bug by Eric Carle
Listen! Listen! by Ann Rand

◆ ADDITIONAL MUSIC:

Teaching Peace by Red Grammer

◆ JOURNAL:

Write about a time someone listened to you and it made you feel special.

Write about a time that someone did not listen to you. How did it make you feel?

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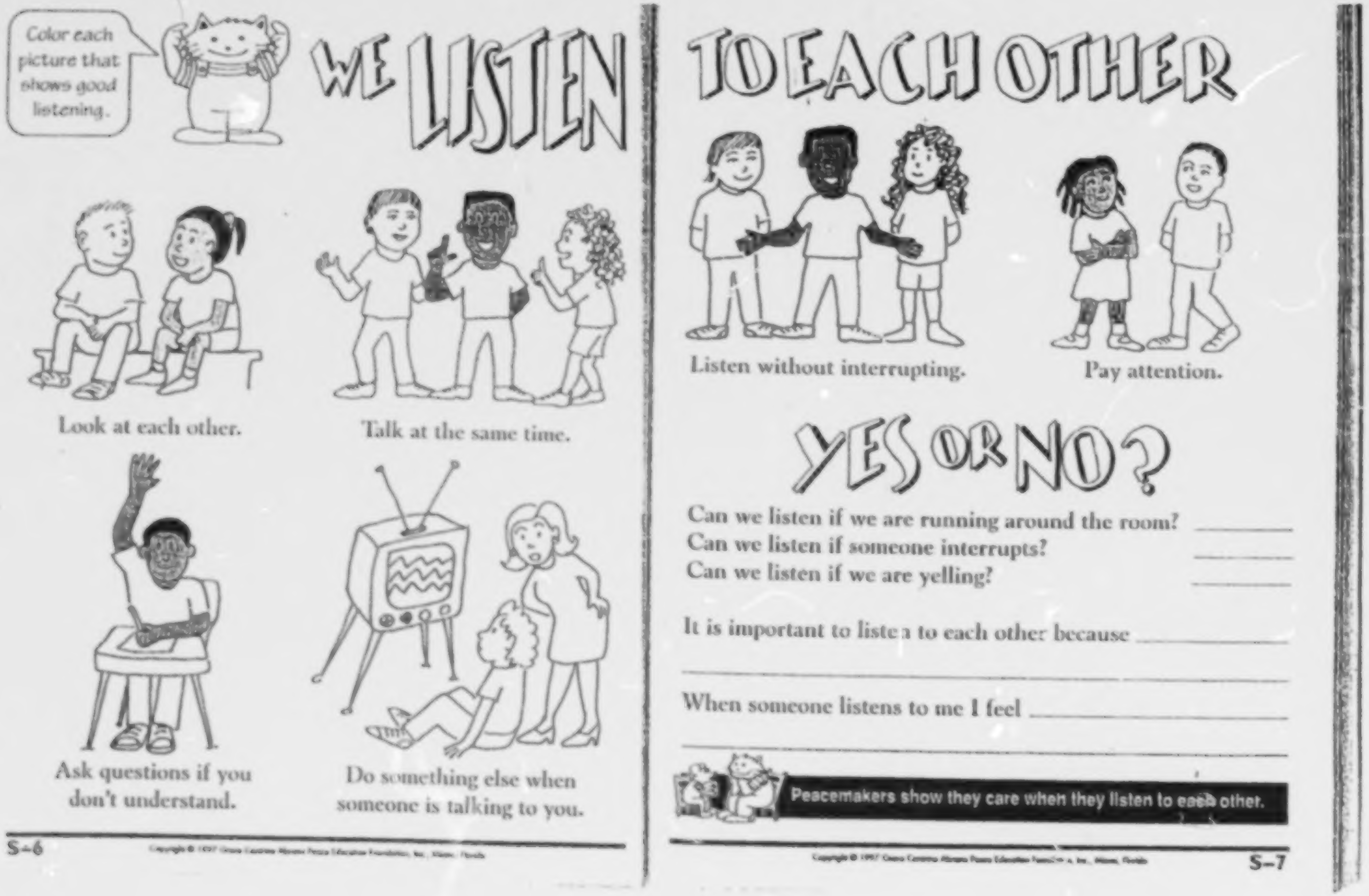
Appendix G
Sample I Care Lessons (Classes A and B)



Color each picture that shows good listening.

WE LISTEN TO EACH OTHER

Look at each other.

Talk at the same time.

Ask questions if you don't understand.

Do something else when someone is talking to you.

Listen without interrupting.

Pay attention.

YES OR NO?

Can we listen if we are running around the room? ______
Can we listen if someone interrupts? ______
Can we listen if we are yelling? ______

It is important to listen to each other because ______________
____

When someone listens to me I feel ______________
____

Peacemakers show they care when they listen to each other.

S-6

S-7

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Appendix G
Sample I Care Lessons (Classes A and B)

RULE 2

Hands are for helping, not hurting.

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I-CARE CAT'S VISIT (2)

MATERIALS

S-10
I-Care Cat tape/CD
chart paper

OBJECTIVES:

To describe how hands are used for helping, not hurting
To identify different ways hands can help

INTRODUCTION:

After listening to the second section of the I-Care Cat tape/CD, "I-Care Cat was talking to us about different ways our hands can be helpful. What are some of the ways?"

ACTIVITIES:

Ask different children to volunteer to roleplay different situations in which hands can be helpful. Have the other children guess what situations are being acted out.

Brainstorm other ways hands can be helpful. Make a chart of the children's answers and keep track of how often this behavior is observed.

EXAMPLE:

Share Crayons	*Push in Chair*	*Clean Up*
~~////~~ ///	////	~~////~~ ////

CLOSURE:

"By using your hands for helping, you can create a friendly classroom." Review I-Care Rules.

ADDITIONAL ACTIVITIES:

1. Read *The Lorax* by Dr. Seuss. Discuss how hands can hurt people and the environment, and how we can help.
2. Make a class book, "Hands are for Helping." Have each child illustrate and write one way hands are for helping.
3. Have the children do journal writing for either of these topics: "I can make my classroom friendly by ..." or "When is it important to cooperate?"
4. Have children predict which box in chart will get the most hands and discuss why. At end of unit, go back and see what happened. Discuss.

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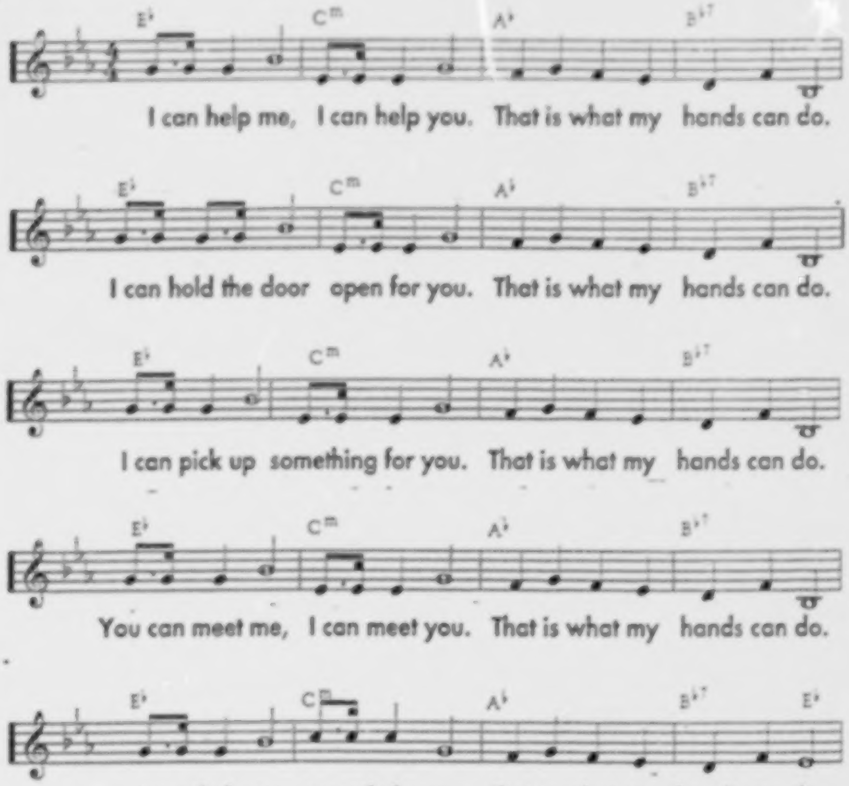
Appendix G
Sample I Care Lessons (Classes A and B)

Helping Hands


E♭
Cm
A♭
B♭7
I can help me, I can help you. That is what my hands can do.
E♭
Cm
A♭
B♭7
I can hold the door open for you. That is what my hands can do.
E♭
Cm
A♭
B♭7
I can pick up something for you. That is what my hands can do.
E♭
Cm
A♭
B♭7
You can meet me, I can meet you. That is what my hands can do.
E♭
Cm
A♭
B♭7
E♭
I can help me, I can help you. That is what my hands can do.

"Helping Hands" from *Peacemaking Skills for Little Kids Concept Book*, page 11

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The Peace Table

OBJECTIVES:

To practice using the Peace Table and I-Care Language to resolve conflicts. To identify the rules and the process for solving a conflict at the Peace Table

INTRODUCTION:

"We sometimes have conflicts with other children in our class. When we have a conflict, we have to remember all of the things we have learned this year: We listen to each other. Hands are for helping, not hurting. We care about each other's feelings. We use I-Care language. We are responsible for what we say and do. When we use these I-Care rules, we can work together at the Peace Table to resolve conflicts. The Peace Table is a quiet place we can go to talk to each other and resolve our conflicts."

ACTIVITY BOOK: PAGES 42 AND 43

Teach students the "Peace Table Rap." Break the song into several parts and give each group a section to learn. Let children perform the rap for others, or video tape the performance so they can watch and listen to themselves.

Example:

(Group One)	Got… shout.
(Group Two)	Problems… say.
(Group Three)	Tell… view.
(Group Four)	Be… right.
(Group Five	List… broke.
(Group Six)	Find… you.

"Now that we know the Peace Table Rap, let's take a closer look at the Peace Table and how to really use it to resolve conflicts."

Discuss the Peace Table rules:

1. Tell the truth
2. Listen without interrupting
3. No name calling or blaming
4. List ideas to resolve the problem
5. Choose the best solution (and do it!)

Ask students to look at the cartoon strip. "What happened?" (A girl bumped into Tom and he bumped into Bob, making Bob lose his balance and drop his books.) "How do you think Tom felt?" (sad, embarrassed) "How do you think Bob felt?" (embarrassed, mad)

Give two students the script (see *next page*) and ask them to roleplay what Tom and Bob might say at the peace table.

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Script:

Bob: "You bumped into me and I dropped all of my books. You didn't even help pick them up. I felt mad at you so I called you a name."

Tom: "She bumped into me and pushed me into you. I felt bad that you fell and dropped your books. I was so surprised I didn't think about what I could do. I am sorry you fell and that I didn't help you. But I didn't like it when you called me a name, and I don't want you to do that anymore."

Bob: "I'm sorry I called you a name. I thought you bumped into me on purpose. I didn't know it was an accident. Next time, I will try to wait a little longer before I react. I didn't even give you a chance to apologize."

Tom: "I'm sorry I bumped into you and I'm sorry I didn't help you. Next time I will try to respond more quickly and help you pick your things up."

Discuss: "Did Bob and Tom use I-Care language?" (Yes. They said what happened, how they felt, and what they could do differently in the future to resolve their problem.) "One of the biggest problems we have is when accidents happen and people react without thinking. Has that ever happened to you?" Share stories. "What do we have to do to prevent accidents? How can you tell whether a person bumps into you on purpose or by accident? What can you ask to find out?" Have students roleplay some scenarios. Practice waiting to react and using I-Care Language.

CLOSURE:

"We learned to use I-Care language and I-Care statements to resolve problems. We sometimes need to get help to resolve our problems. When we have tough problems, we can go to the Peace Table to try to resolve them."

CURRICULUM INFUSION ACTIVITIES:

Health:

A leading cause of death for young people is accidents. Have children brainstorm accidents they have had. Have them think of the cause, what happened as a result and what they could have done to prevent the accident. (This is a good opportunity to show films on accidents and safety)

Art:

Have students help decorate the Peace Table in the class. They can make peace signs, doves, or other pictures of people solving their conflicts to put on or by the table.

STORIES:

Herbie's Troubles by C. Chapman
Loudmouth George and the Sixth-Grade Bully by Nancy Carlson
Bang Bang! You're Dead by Louise Fitzhugh and Sandra Scoppettone
Tyrone the Horrible by Hans Wilhelm

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THE PEACE TABLE

Got a problem?
Talk it out,
Work together,
Don't scream and shout.
Problems don't just go away,
It all depends
On what we do
And say.
Tell what happened,
Say what's true.
Listen to the other
Point of view.
Be polite,
Don't name-call or fight.
Getting even
Just isn't right.
List ideas,
Things that will work.
Say sorry if needed,
Or fix what we broke.
Find a solution
That we both can do,
Try to find one
That fits me and you.

Can you learn the peace table rap?

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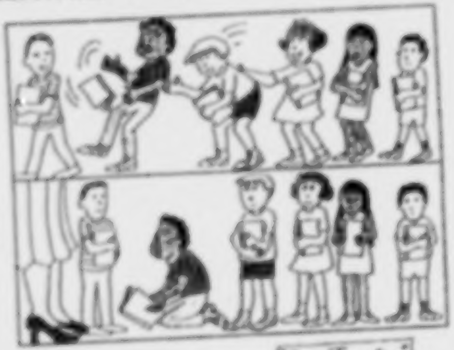
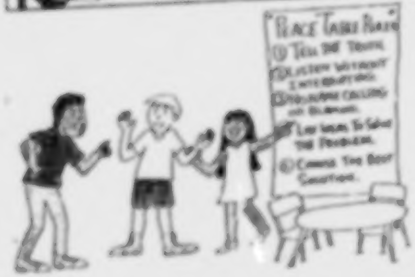
The Peace Table is a place where we talk about conflicts
without fighting or hurting feelings.
We both are responsible for solving the conflict.
We find solutions that we both know are fair.

Tell what happened and how Tom and Bob feel. Tell how they can solve the conflict at the peace table.




Peace Table Rules
① Tell the Truth
② Listen without interrupting
③ No name calling or blaming
④ List ways to solve the problem
⑤ Choose the best solution

Peacemakers go to the Peace Table when they need to.

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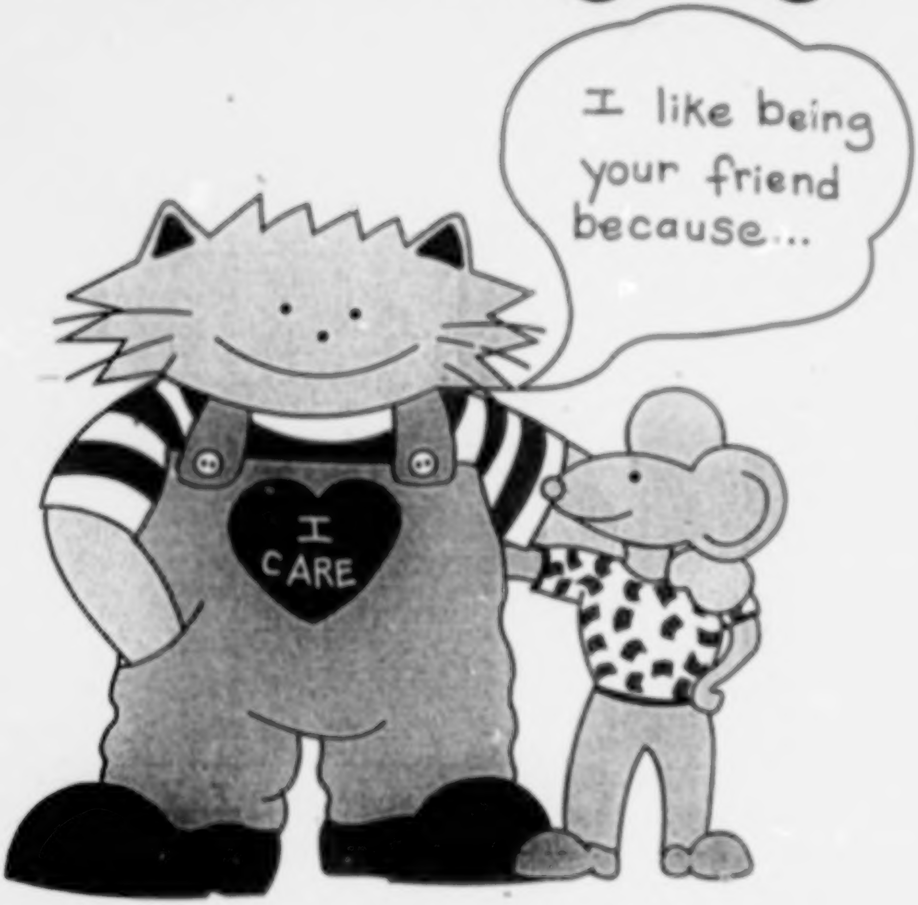
Appendix G
Sample I Care Lessons (Classes A and B)

RULE 3

We use I-Care Language


I like being your friend because...
I CARE

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I-CARE CAT'S VISIT (3)

MATERIALS

B-16
I-Care Cat tape/CD

◆ OBJECTIVES:

To identify I-Care Language words
To use I-Care Language with each other

◆ INTRODUCTION:

Sit in a circle and listen to the "I-Care Language" song on the I-Care Cat Tape/CD. "Let's say some of the words that are examples of I-Care Language. (e.g., please, thank you, excuse me, etc.) When we use these words, we show respect. That means we care about the other person."

◆ ACTIVITY:

Children roleplay situations to show how people can use I-Care Language. Give them situations such as, "What do you say when your cousin is reading a book you want?" Have the children make up I-Care Language Charts to keep a record of how often they use their I-Care Language.

EXAMPLE:

LOOK WHICH I-CARE LANGUAGE WORDS I USED

Please	*May I*	*Can I Help?*	*Thank you*	*Excuse me*	*Sorry*
~~////~~ ///	~~////~~	///	~~////~~ ~~////~~	///	~~////~~ ///

◆ CLOSURE:

"Using I-Care Language lets people know you care about them." Review the I-Care Rules.

◆ ADDITIONAL ACTIVITIES:

1. Write I-Care Language words on chart paper and practice using them.
2. Make a chart and record each time I-Care Language is used.

LOOK HOW OFTEN WE USE I-CARE LANGUAGE

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Count & Compare*
////	~~////~~	///	~~////~~ ////	///	

3. Have children work in pairs or cooperative groups to make I-Care Language Charts.
4. As a shared writing lesson, write I-Care Language song on chart paper and have children draw pictures to add to the chart. Discuss punctuation and capitalization.

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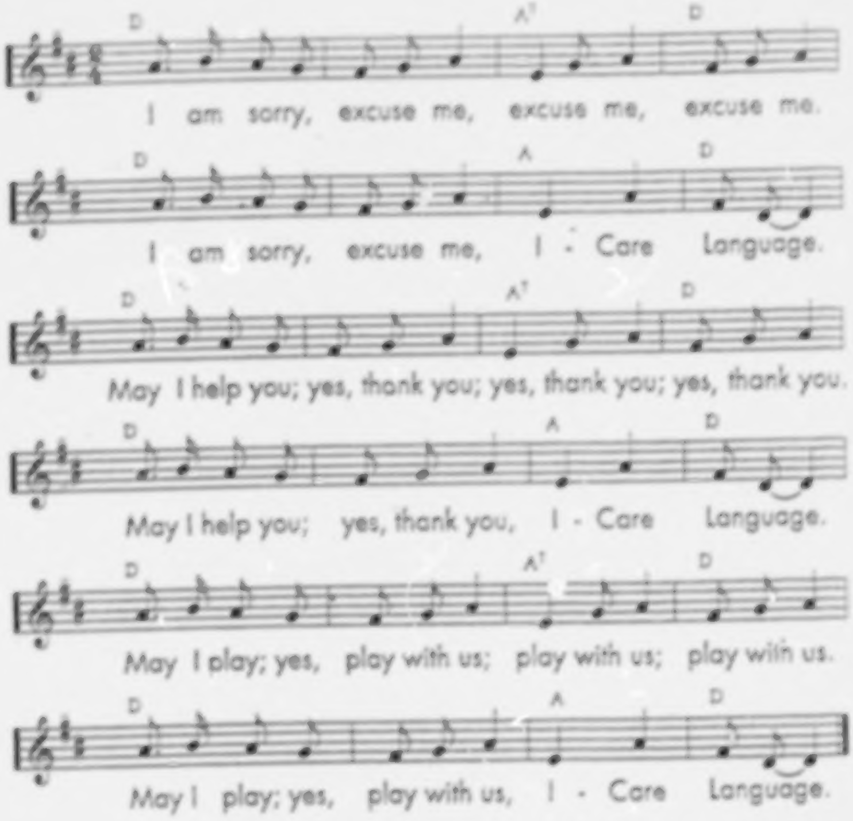
Appendix G
Sample I Care Lessons (Classes A and B)

I-Care Language


D A7 D
I am sorry, excuse me, excuse me, excuse me.
D A D
I am sorry, excuse me, I - Care Language.
D A7 D
May I help you; yes, thank you; yes, thank you; yes, thank you.
D A D
May I help you; yes, thank you, I - Care Language.
D A7 D
May I play; yes, play with us; play with us; play with us.
D A D
May I play; yes, play with us, I - Care Language.

"I-Care Language" from
Peacemaking Skills for Little Kids
Concept Book, page 18

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USING I-CARE LANGUAGE

MATERIALS

S-20
pencils
crayons
markers
chart paper

◆ OBJECTIVE:

To analyze the importance of I-Care Language

◆ INTRODUCTION:

"What are some of the words we learned to show we care about each other and show respect to each other?" (please, thank you, excuse me)

◆ ACTIVITY:

Brainstorm I-Care words. Write a class story: *"The Day the Word 'Please' Went Away,"* or, if you've already used this, *"The Day the Word 'Please' Came Back."*

◆ ACTIVITY BOOK:

Have the children draw/write a picture showing themselves using I-Care Language on S-20.

◆ CLOSURE:

"Let's remember how important and caring we all are. Using I-Care Language makes others feel important and cared about."

TEACHING SUGGESTION:

Have children share their pictures. Cut them out from S-20 and compile them into a class book.

◆ ADDITIONAL ACTIVITIES:

1. Play a game to let everyone know we care about each other. Two children make a "bridge." (as in the London Bridge) Let each child walk under the bridge and get caught as the whole class sings to the tune of *London Bridge*.

   ____(Name)____ *says thank you, yes he/she does; yes, he/she does; yes, he/she does.*
   ____(Name)____ *says thank you, yes, he/she does;*
   We all say thank you.

   Make up additional verses to the song. (May I, I'm Sorry)

   EXAMPLE:

   ____(Name)____ *says excuse me, yes he/she does; yes, he/she does; yes, he/she does.*
   ____(Name)____ *says excuse me, yes, he/she does;*
   We all say excuse me.

2. Use construction paper and have children make individual books showing at least four situations that were discussed using I-Care Language.

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PRACTICING I-CARE LANGUAGE

Look at what I-Care Cat says.

Write what Kit Cat could say, using I-Care Language.

I-Care Cat	Kit Cat
1. I want this toy, please.	1.
2. I don't know how to do this.	2.
3. You stepped on my toe!	3.
4. I have no one to play with.	4.
5. I need a pencil to write with.	5.

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Appendix G
Sample I Care Lessons (Classes A and B)

Using I-Care Language

Write about or draw a picture showing yourself using I-Care Language.

PLEASE – THANK YOU – EXCUSE ME – I'M SORRY

PLEASE – THANK YOU – EXCUSE ME – I'M SORRY

PLEASE – THANK YOU – EXCUSE ME – I'M SORRY

PLEASE – THANK YOU – EXCUSE ME – I'M SORRY

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I-CARE STATEMENT

MATERIALS

S-36
Pencil

◈ OBJECTIVE:

To solve conflicts in a peaceful way by learning the I-Care Statement.

◈ INTRODUCTION:

"You know how there are rules to play baseball, rules to play games like Go Fish and rules for the classroom. There are also rules that help us to solve conflicts peacefully. The rules are:

(1) say the person's name;
(2) say how you feel;
(3) tell what happened to make you feel that way;
(4) say what you would like to happen."

This is called the I-Care Statement.

◈ ACTIVITY BOOK:

Have the children roleplay different situations using the following script (S-36):

______(name)______ ,
I feel ______(how I feel)______
when ______(what happened)______
and I would like ______(what I would like to happen)______ .

Brainstorm different ideas. (someone pushes, pencil tapping, hair pulling, name calling, mean looks, etc.)

◈ CLOSURE:

"I-Care Language is a responsible way to stand up for ourselves without hurting other people."

TEACHING SUGGESTIONS:

Photocopy S-36 and give each student a copy to tape to his or her desk as a prompt.

Let families know that this skill will be taught. Send a letter, with a copy of the I-Care Statement photocopied on the back, home with the student.

Let children know that they may feel more than one emotion at a time when using the I-Care Statement. Have them refer to page S-27 for feelings.

◈ ADDITIONAL ACTIVITIES:

Give the children sentence strips and have them write out the I-Care Statement:

______(name)______ ,
I feel ______(how I feel)______
when ______(what happened)______
and I would like ______(what I would like to happen)______ .

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Appendix G
Sample I Care Lessons (Classes A and B)

I-Care Statement

We can learn to solve conflicts in a peaceful way.
We can use I-Care Language.

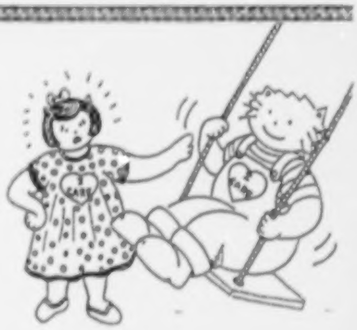
1. I say the person's name.
2. I tell how I feel.
3. I tell what happened to make me feel that way.
4. I say what I would like to happen.

I-Care Cat ,
(name)

I feel sad
(how I feel)

when I don't get my turn on the swing
and (what happened)

I would like to have my turn .
(what I would like to happen)



______________ ,
(your name)

I feel ______________
(how I feel)

when ______________________________
and (what happened)

I would like you to ______________________ .
(what I would like to happen)

I-CARE PRACTICE

MATERIALS

S-37
pencil

◈ OBJECTIVE:

To review and use the I-Care Statement

◈ INTRODUCTION:

"You did a great job of practicing the I-Care Statement yesterday. Now let's see if you can fill in the blanks of the I-Care Statements on page S-37."

◈ ACTIVITY BOOK:

Have the children work in pairs and roleplay the situations on S-37. After the roleplays, have children complet S-37. Have each group share its statements with the rest of the class, and then discuss similarities an differences.

◈ CLOSURE:

"Now that you all know your I-Care Statements, you can resolve problems while still respecting other people's feelings."

TEACHING SUGGESTIONS:

Set aside a few minutes each day to roleplay I-Care Statements until they become habit. To do so, you can change some of the words in the script on page S-37 to make up new situations.

EXAMPLE: "Michael borrows my pencil ..." becomes "Kori uses my crayons ..."

◈ ADDITIONAL ACTIVITIES:

1. Make a list of all of the feelings that the children wrote in their I-Care Statements on page S-37. Find out which feelings were written most often, least often, etc., and graph.
2. Have the children choose one of their I-Care Statements to cut and paste onto a bulletin board or mural called "We Are Problem Solvers" or something similar.
3. Have children list all of the places they can use I-Care Statements and post a master list in the classroom.

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Appendix G
Sample I Care Lessons (Classes A and B)

Practice Using Your I-Care Statements

Talk in a nice way and watch your body language.

Michael borrows my pencil and breaks it.
I say:

________________, **I feel** ________________________

when ________________________________ **and**

I would like ________________________ .

Susan writes on my paper.
I say:

________________, **I feel** ________________________

when ________________________________ **and**

I would like ________________________ .

Mikaela eats the cookie that I was saving for dessert. I say:

________________, **I feel** ________________________

when ________________________________ **and**

I would like ________________________ .

I-Care Language

◆ OBJECTIVES:

To define responsibility and list ways that they are responsible. To be able to use I-Care Language to tell someone what you want without hurting his/her feelings

◆ VOCABULARY: (Make a web to brainstorm)

responsibility

◆ INTRODUCTION:

I-Care Cat tape/CD: "If You Are Responsible and You Know It"

"We have learned that we our responsible for our behavior. What does that mean? We know that we all have conflicts. We can learn to solve our conflicts by using our I-Care Rules"

Discuss Rule: "We are responsible for what we say and do."

Make a t-chart:

	Taking Responsibility	Not Taking Responsibility
Looks like:		
Sounds like:		

Talk about information on the chart. Let the children give example of how taking responsibility will make the class a more peaceful place to learn.

◆ ACTIVITY BOOK: PAGES 34 AND 35

Learn how to make an I-Care statement.

"Being responsible for our behavior means working to solve our conflicts. We can do that by using I-Care language. When something happens to you and you get mad or sad, what do you do to solve your conflict? Does it make it better or worse? Today, we are going to learn what to say when you are upset when you have a problem with someone that you need to work out."

Go over I-Care statement with students:

1. Use the person's name	"(Name)______________
2. Tell how you feel	I feel______________
3. Tell why	when you ______________.
4. Tell what you want	I want you to______________."

"Here's an example: Jamal pushed Kameisha at the water fountain and she got her shirt wet.
Kameisha said: 'Jamal, I feel mad when you push me. I don't want you to push me anymore.'"

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"Let's listen to another story and then practice some more. Lourdes loves to play with blocks. She is playing with blocks and building a tower. Maria comes over and says that the tower is crooked and knocks the blocks over. What can Lourdes say?"
("Maria, I feel mad when you knock down my blocks. I don't want you to do it again.")

Teacher's Note: Another version of the I-Statement includes "because."

"(Name)______________,
I feel______________
when you______________
because______________,
I want you to______________."

Adding "because" can be helpful because it lets the other person know why his or her actions affected you the way they did: "Joe, I feel frustrated when you change the channel on the TV because *I have to watch this program for school.* I want you to please leave the channel alone."

Adding "because" explains why the problem exists. This is helpful because it often clarifies the problem, builds communication, and reduces the chance of a negative reply.

◆ CLOSURE:

"We attack the problem, not the person, when we use I-Care language to tell people what we want and how we feel. What we say affects other people. I-Care language helps us stand up for our rights without hurting other people's feelings."

Teaching Suggestion: To teach children to take responsibility when they hurt someone by accident, or on purpose, let the child get help for the student who was hurt.

◆ CURRICULUM INFUSION ACTIVITIES:

Social Studies/Math:

"What are some of the things you are responsible for at home and at school?" Make a list of chores and the number of children who are responsible for them at home and at school. Make a graph to show how many children have the same chores. Create word problems and math problems that go with the graph. For example: "Look at the chart. If three of us do X and two of us do Y, what is the difference between X and Y?"

Discuss: "How does it make you feel when you do your chores and are responsible? How
does it make you feel when you forget? When you forget, what happens? Who has to take responsibility for you?"

Language Arts, Drama

Re-read stories such as *Not Now, Said the Cow, The Little Red Hen,* or other stories that show a lack of cooperation. Have students roleplay characters using I-Care statements to get other characters to help and cooperate.

Language Arts, Art

Have students draw comic strips (or cut comics from the newspaper and cover the dialog bubbles). Let children write I-Care statements to show characters solving problems.

◆ STORY:

Thump and Plunk by Janice May Udry

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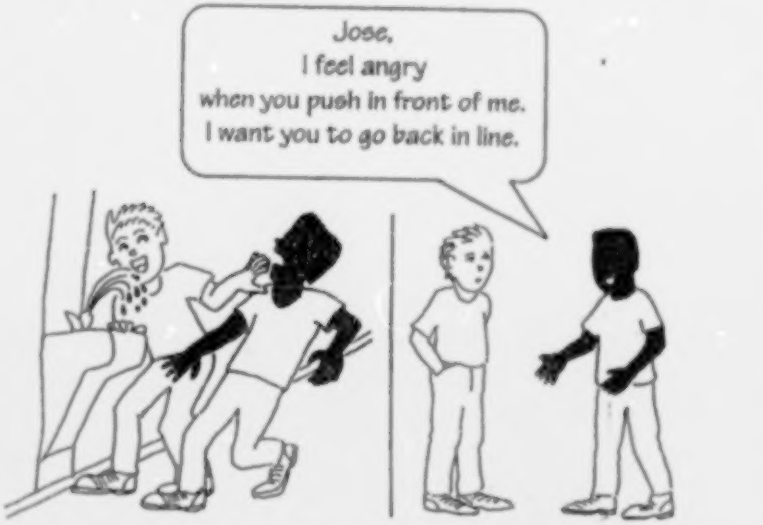
I-Care Language

A conflict does not have to end with people feeling angry.
We can learn to solve conflicts in a peaceful way.
We can use I-Care Language.

1. I say the person's name.
2. I tell how I feel.
3. I tell what they did to make me feel that way.
4. I say what I want them to do.


Jose,
I feel angry
when you push in front of me.
I want you to go back in line.

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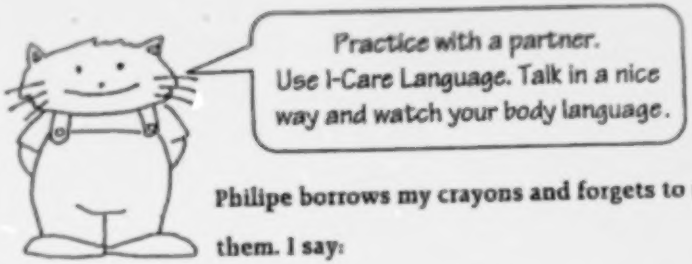
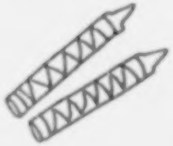

Practice with a partner.
Use I-Care Language. Talk in a nice way and watch your body language.

Philipe borrows my crayons and forgets to return them. I say:



________________ , I feel ________________

when you ________________

and I want ________________

____

Darrell makes a mark on my paper. I say:

________________ , I feel ________________

when you ________________

and I want ________________

____

Lin turns the channel when I am watching TV.

I say:

________________ , I feel ________________

when you ________________

and I want ________________

Peacemakers use I-Care Language to tell how they feel and what they want.

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What Can I Say? I Can Say the Right Thing

◆ OBJECTIVE:

To learn when to use I-Care language

◆ VOCABULARY:

excuse me, I'm sorry, please, respect, thank you

◆ INTRODUCTION:

Brainstorm the word "respect."

Discuss: "What does it mean to respect someone? How do we show someone respect? Who do we respect?"

Brainstorm the meaning of I-Care language.

Discuss: "What is I-Care language? What words show that we care?"

I-Care Cat tape/CD: "I-Care Language" *(To the tune of London Bridge)*

I am sorry, excuse me, excuse me, excuse me
I am sorry, excuse me.
I-Care language.
May I help you; yes, thank you, yes, thank you, yes, thank you,
May I help you; yes, thank you,
I-Care language.
May I play, yes, play with us; play with us, play with us,
May I play; yes, play with us,
I-Care language.

Discuss Rule: "We use I-Care language." "How does it feel when people treat you with respect? How does it feel when people use I-Care language? How does it feel when they don't?"

◆ ACTIVITY BOOK: PAGES 16 AND 17

Write appropriate I-Care language in the bubbles.

ACTIVITY:

"I'm sorry" roleplays:

Many children don't know that when they're involved in an accident, it's good to say "I'm sorry," and explain why: "I'm sorry I... because...." Practice roleplays that depict saying sorry when:

you bump into someone
you drop something on someone's foot
your elbow bumps someone's pencil

Have children make up "accident" scenes and say they are sorry. (Students might enjoy making puppets and using them to roleplay the situations) "Sometimes, it's hard to say the right thing or to know what to say to people. We're going to practice saying the right thing by roleplaying some situations that might really happen to you."

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One at a time, have pairs of students roleplay each of the following situations: Someone skips in line. Someone tears your paper. Someone pushes you at the water fountain. Someone wants to play with your best friend. You bump into someone. Someone shares a toy. You get a present. Someone is sitting alone and crying. You want a toy that someone is playing with.

Ask the class how to use I-Care language to solve each problem. Throughout the year, have students continue to roleplay similar situations until I-Care language becomes a productive habit of mind.

Discuss: "What would our classroom be like without I-Care language? In what ways are I-Care language and respect alike?"

◆ CLOSURE:

"It is important for all of us to learn to say the right thing. When we use I-Care language, we show respect for each other and let others know we care about their feelings."

◆ CURRICULUM INFUSION ACTIVITIES:

Music:

Red Grammer's *Teaching Peace* Tape: "Use a Word"

Art:

Make posters that show scenes where I-Care language is appropriate and hang them around the classroom or the school. For example, students might make posters to show good table manners and put them in the cafeteria.

Language Arts:

Use I-Care words for spelling or vocabulary.

Have students brainstorm times to say "please," "thank you," "excuse me," and "sorry." Have students develop skits to show appropriate use of I-Care language. They can use the roleplays as a start or come up with their own ideas for scenes where I-Care language is important. Some scenes can depict different places where I-Care language is useful:

in a store
in a restaurant
on the phone
on the playground
when meeting someone new
at the dinner/lunch table

◆ STORY:

Sorry by Susan Riley

◆ JOURNAL:

Respect is...
A time when I used I-Care language...

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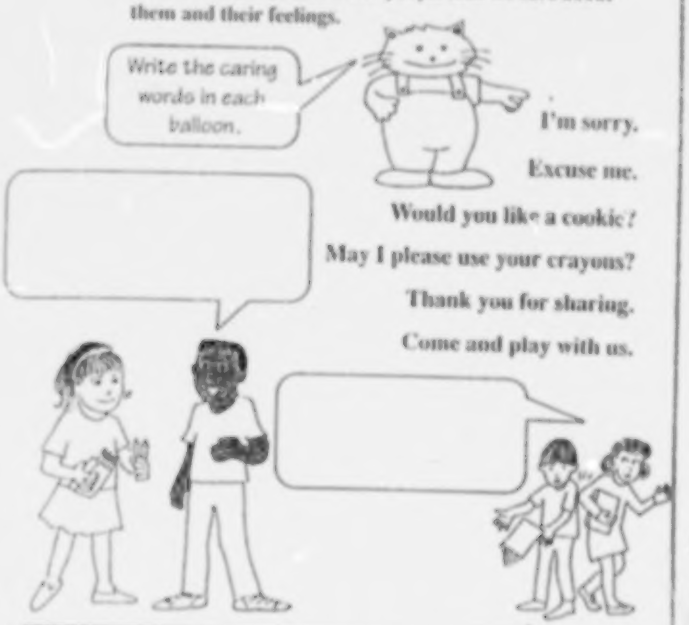
WHAT CAN I SAY?

- ❤ We treat people with respect.
- ❤ Respect means caring about each other.
- ❤ I-Care Language tells other people that we care about them and their feelings.


Write the caring words in each balloon.

I'm sorry.

Excuse me.

Would you like a cookie?

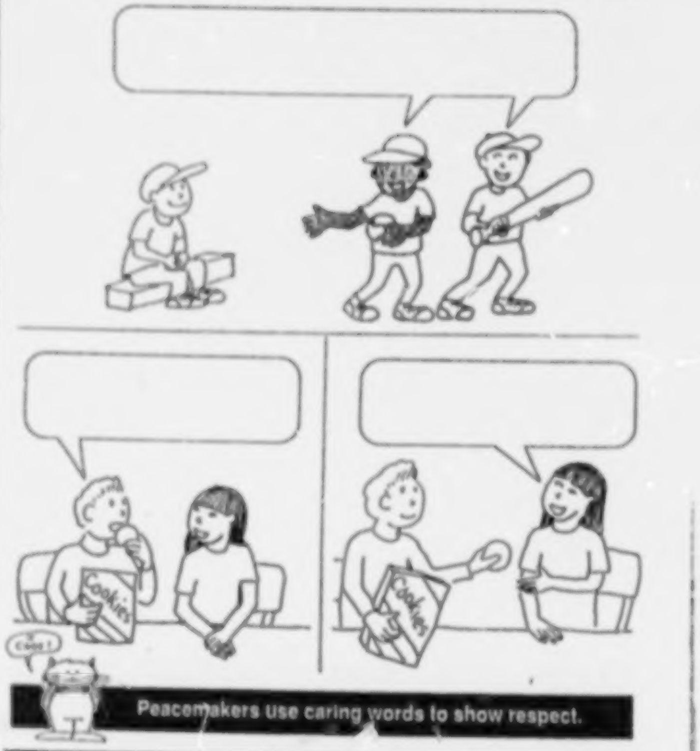
May I please use your crayons?

Thank you for sharing.

Come and play with us.

[illegible]

I CAN SAY THE RIGHT THING


Cookies
Cookies
Cool!

Peacemakers use caring words to show respect.

[illegible]

Making Friends

◆ OBJECTIVES:

To define the qualities of friendship. To practice expressive and receptive language skills (listening and speaking). To learn how to meet a new person

◆ INTRODUCTION:

"Who has a friend? Who is a friend?" (We are all friends.) "How do friends treat each other?" List qualities. (Friends care, listen, share, play nicely together, etc.)

◆ ACTIVITY BOOK: PAGES 4 AND 5

"How do we meet new friends? The first step is to introduce ourself. How do we introduce ourselves?" (Look at the person. Smile. Say your name and ask what the other person's name is.) "Let's practice introducing ourselves." (Put children in pairs.)

Complete page 4. "Draw a picture of you and your friend meeting each other."
Complete page 5. "Write some ways that you are a friend."

◆ CLOSURE:

"Everyone wants to have friends and be a friend. It is important to be open to meeting new people and making new friends. It is also important to let everyone play and not exclude people because of differences. When we treat people like friends, then they will treat us like friends."

◆ CURRICULUM INFUSION ACTIVITIES:

Language:

Materials: Hello Bingo or Human Scavenger Hunt paper (See appendix)

Use Hello Bingo or Human Scavenger Hunt to have students practice introducing themselves and meeting other people.

Language, Social Studies:

Have each student interview a classmate and share the information with the class by having students introduce their new friends. Have them share what they have in common and important or interesting facts about the person that they think the class should know.

Language Arts:

Make a poem about what a friend is:

Friend:		A Friend:	Example:
Friendly		Noun	Friend
Realistic		Adjective Adjective	Nice, playful
Interesting	or	Verb Verb Verb	Talking, playing, running
Extra-special		Adjective Adjective	Happy, helpful
Nice		Noun	Sarah
Dedicated			

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Safety/Community Involvement:

Ask a police officer to talk to your class about strangers.

Discuss: "When is it okay to talk to new people? When is it dangerous? How do you know if a person you meet should become a friend? What are some safety tips for dealing with strangers?"

Music/Movement:

I-Care Cat tape/CD: "We Have a Little Circle"

Play tape. "It's fun to have lots of friends. Look at all the friends we have in this room. Let's play a circle game."

Have children stand in a circle and hold hands. Sing and move in a big circle. Select two children to hold hands in the middle of the circle. They all sing:

We have a little circle, circle, circle.
We have a little circle, and we are all friends.

Teacher taps one child (Susan) from the big circle. That child sings:

Mary and Bob please let me in.

Mary and Bob respond:

We have a little circle, circle, circle.
Susan, join our circle and we are all friends.

Continue until there are, at most, three children left, then have them go into the circle together. (To avoid tears, never leave one child alone at the end of the game.) Then sing:

We have a big circle, circle, circle.
We have a big circle and we are all friends.

Discuss: "How did it feel to be part of the circle? Why is it important to let everyone play who wants to? How does it feel when you are excluded? What can you do to make sure people are included?"

Music:

Materials: Red Grammer's *Teaching Peace* tape: "I Think You're Wonderful," "Use a Word"

◆ STORIES:

We Are All Friends by Aliki
Making Friends by Fred Rogers
My Name is Not Dummy by Elizabeth Crary and Marina Megale
Best Friends by Catherine Kenworthy
Just Me and My Friend by Mercer Mayer
This is My Friend by Mercer Mayer
Meg and Jack's New Friend by Paul Dowling
Who Is a Stranger and What Should I Do? by Linda Walvoord Girard
The Berenstain Bears Learn About Strangers by Stan Berenstein
Are We Still Best Friends? by Carol Barkin and Elizabeth James

◆ JOURNAL:

The qualities I like in a friend are...
My best quality as a friend is...

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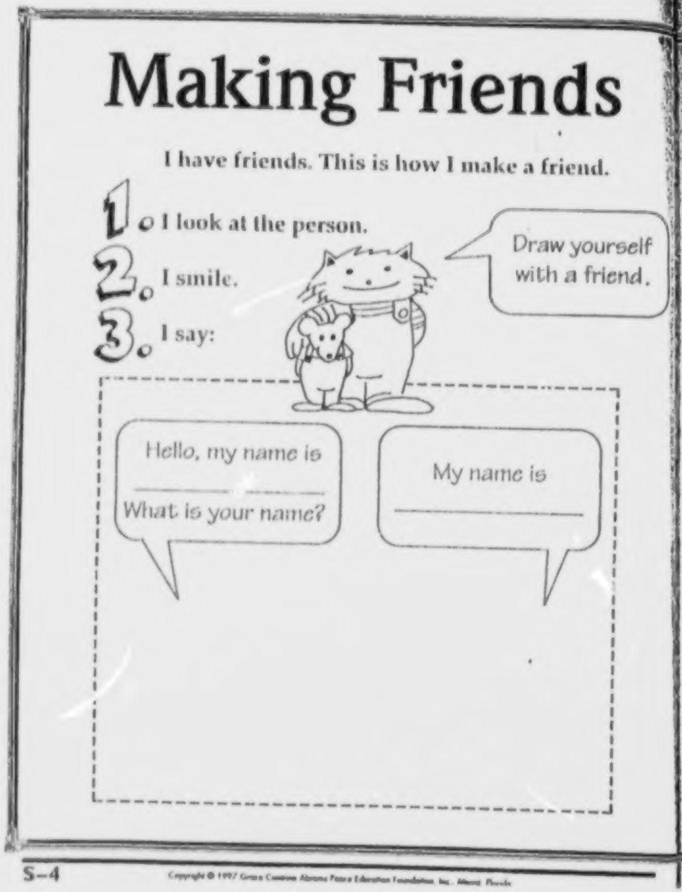


Making Friends

I have friends. This is how I make a friend.

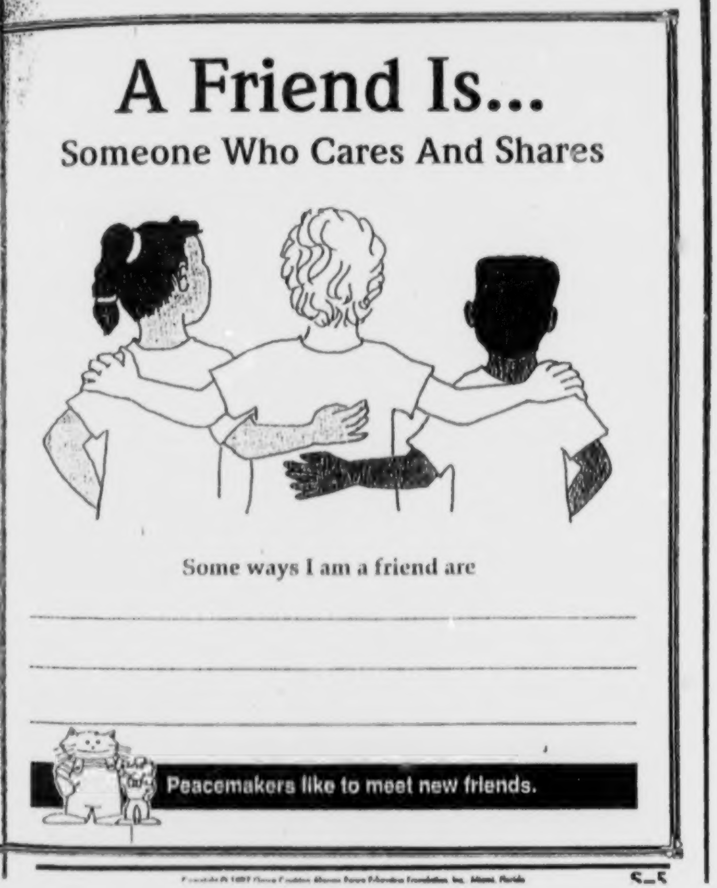
1. I look at the person.
2. I smile.
3. I say:

Draw yourself with a friend.

Hello, my name is ________ What is your name?

My name is ________

S-4 Copyright © 1997 Grace Contrino Abrams Peace Education Foundation, Inc., Miami, Florida



A Friend Is...

Someone Who Cares And Shares

Some ways I am a friend are

____

____

____

Peacemakers like to meet new friends.

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Appendix G
Sample I Care Lessons (Classes A and B)

RULE 4

We care about each other's feelings.

I CARE!
I CARE

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CARING ABOUT FEELINGS

MATERIALS
S-24
pencil
crayons
paper plates
popsicle sticks

◈ OBJECTIVE:

To identify how we show feelings

◈ INTRODUCTION:

"When people are nice to us and care about our feelings, how do we feel? When people call us names and say mean things to us, what happens to our feelings? Let's read this poem together."

Our feelings make us special,
Each in our own special way.
Let's learn to share those feelings
More helpfully each day.

Let's show we care for each other
In what we say and do.
Let's make our world better
For me and for you.

◈ ACTIVITY:

"I-Care Language is a good way to show people we care. What are some other ways we can show people that we care about their feelings?" Brainstorm ideas with the class. Make a class chart of how we show we care.

EXAMPLE:

WAYS WE SHOW HOW WE CARE

- Listen
- Cooperate
- Smile at person
- Pat on back
- Shake hands
- Nod head
- Thumbs up

◈ ACTIVITY BOOK:

Complete the activity on the bottom of S-24. Have the children share their picture and sentences/stories.

◈ CLOSURE:

"Everyone has feelings. It is important to care about each other's feelings."

◈ ADDITIONAL ACTIVITIES:

1. Make a class book of the children's pictures and sentence/stories from S-24.
2. Have children glue paper plates to popsicle sticks to make masks. They can draw feelings they like to share and feelings they like to keep to themselves. Have them perform roleplays with their masks.

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I-CARE CAT'S VISIT (4)

MATERIALS
S-23
I-Care Cat tape/CD
chart of poem "I've Got something in My Pocket"
I-Care-Rules poster
yarn, scissors

OBJECTIVES:

To demonstrate that everybody has feelings
To identify different feelings

INTRODUCTION:

"I have a surprise in my pocket. It's something that belongs across my face. Who can guess what it is?" Have the children make guesses. "Listen as I say a little poem and then you'll find out what's in my pocket." Recite the poem. Then have the children repeat with you, acting out the actions:

I've got something in my pocket
That belongs across my face.
I keep it very close at hand in a most convenient place.
I'm sure you wouldn't guess it if you guessed a long, long while,
So I'll take it out and put it on
It's a great big friendly smile.

The teacher plays the fourth section of the I-Care Cat tape/CD to introduce Rule 4 (We care about each other feelings) after the poem "I've got Something in my Pocket."

ACTIVITY:

The String Thing: Have the children stand fairly far apart. "We all have different 'comfort zones.' Our comfort zones are how much space around our bodies we need to feel comfortable. How close to, or how far away from, we like people to stand depends on our comfort zone. Our comfort zone can change depending on how we feel." Give each child a piece of yarn. "With the piece of yarn I've given you, figure out how far away from you you like people to stand. Put it on the floor and measure how large or small your comfort zone is. Once you've decided, cut the yarn where your comfort zone ends." After giving them a few minutes to do this, have the children lay out their pieces of yarn in front of them. and compare with others. "At least for today, this yarn shows your comfort zone. As we can see, different people have different comfort zones. We need to respect each other's comfort zone and remember that our comfort zones may be larger if we are sick, tired or grouchy."

CLOSURE:

"I-Care Cat told us that people have many different feelings. Let's review some of those feelings." (Brainstorm feelings.) "Remember that we need to care about each other's feelings."

ADDITIONAL ACTIVITIES:

1. Brainstorm a list of feelings. Sing "If You're Happy and You Know It," but change" happy" to each feeling the class comes up with. Add a new ending as well, e.g., "If you're afraid and you know it, tell a friend..." Brainstorm what you can do. Roleplay and demonstrate feelings.
2. Make a Feelings Chart for any story the children have read recently.

EXAMPLE:

Who	*Did what*	*When*	*Why*	*How we Feel*

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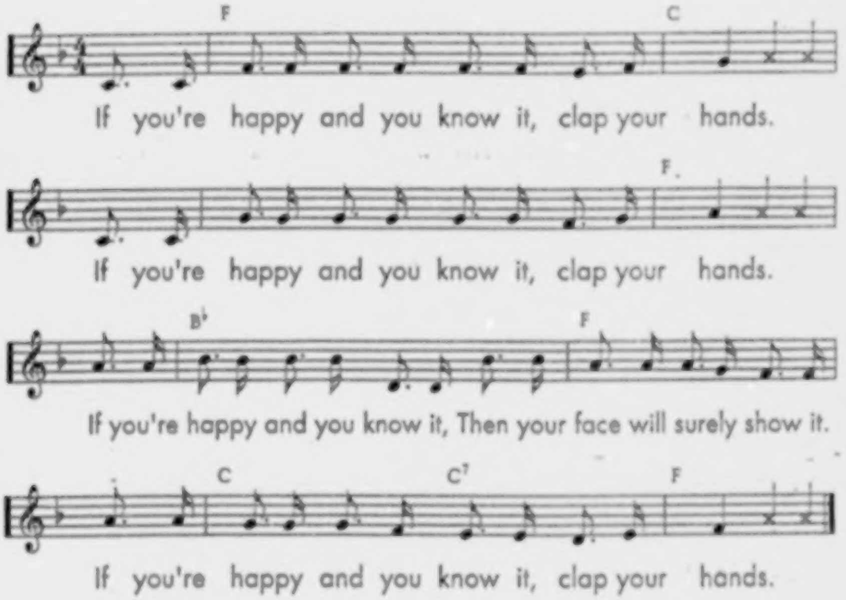
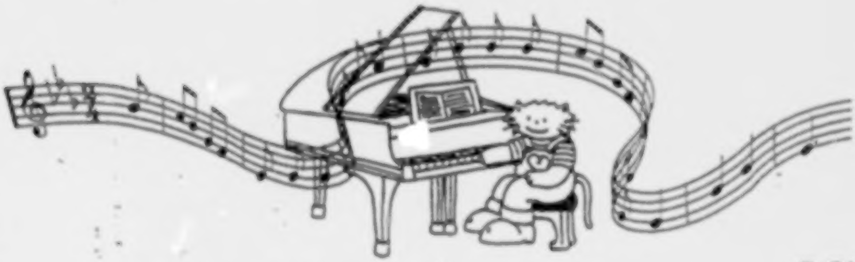
Appendix G
Sample I Care Lessons (Classes A and B)

I Care!
I Care

If You're Happy and You Know It


F
C
If you're happy and you know it, clap your hands.
F
If you're happy and you know it, clap your hands.
B♭
F
If you're happy and you know it, Then your face will surely show it.
C
C7
F
If you're happy and you know it, clap your hands.

Repeat with "hug a friend," "show your smile," "dance a while," etc.



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We Care About Each Other's Feelings

◆ OBJECTIVES:

To understand and recognize that everybody has feelings. To identify some of the different feelings

◆ INTRODUCTION:

afraid, angry, ashamed, confused, excited, frustrated, happy, jealous, lonely, proud, scared, worried

◆ INTRODUCTION:

I-Care Cat tape/CD: "If You're Happy and You Know it, Clap Your Hands"

Discuss Rules: "We listen to each other." "Hands are for helping, not hurting." "We use I-Care Language."

Discuss new rule: "We care about each other's feelings." "How do you show someone that you care about their feelings? What are some of the things you say or do?"

Make a list of responses titled, "Things to say or do to show someone you care." Post this list in the class.

◆ ACTIVITY BOOK: PAGES 28 AND 29

Read the poem on page 28. Color the pictures that show people caring about each other's feelings.

Complete sentences on page 29. Students may share their responses.

I-Care Cat tape/CD: "I Have Feelings, Too."
Have students learn the words.

◆ ACTIVITY:

Show students a variety of pictures of people expressing different feelings. "What feelings are in the photos? How can you tell? Have you ever felt this way? When?" Have children draw or cut out pictures depicting the above feelings. Make a book of feelings pictures. Small groups can work together to make an ABC book of feelings words.

Have children act out the feelings or at least practice the facial expressions. Children can play charades, depicting a feeling and having classmates guess the correct feeling.

Student can make books about a time they had a particular feeling. Example: *My Proud Book* or *My Lonely Book*

◆ CLOSURE:

"We have many different feelings. Sometimes our feelings are happy and sometimes our feelings are sad. It's important to know that it's okay to feel how you feel—just remember to respect yourself and others.

◆ STORIES:

How Do You Feel? by T. Hook
Everybody Has Feelings by Charles Avery

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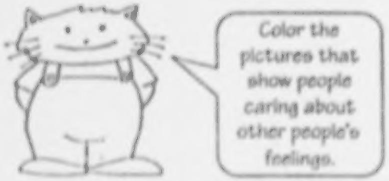
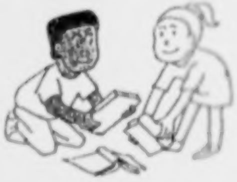
We Care About Each Other's Feelings

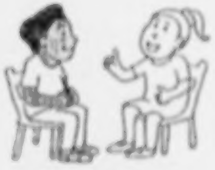
I care about you
Do you care about me?
I have many feelings
You can't always see.

Let's be kind
And think before we say
Mean things that hurt.
Let's find a new way.

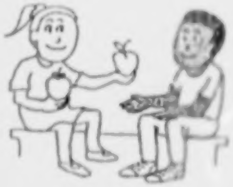

Color the pictures that show people caring about other people's feelings.



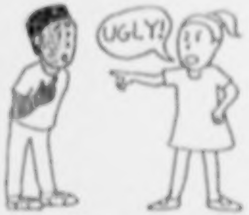
Helping



Listening



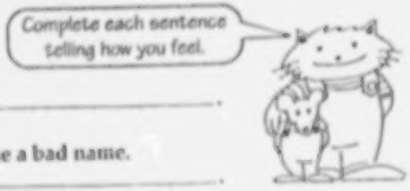
Sharing



Calling Names

[illegible]

My Feelings Count, Too


Complete each sentence telling how you feel.

It's my birthday.
I feel ______.

Someone calls me a bad name.
I feel ______.

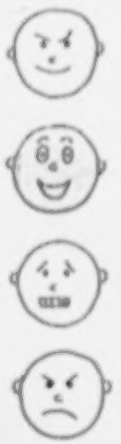
Someone takes my favorite toy.
I feel ______.

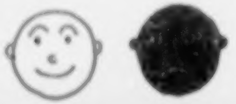
The other children won't let me play.
I feel ______.

Someone hits me.
I feel ______.

I share something with a friend.
I feel ______.

I see a scary movie.
I feel ______.





Peacemakers care about each other's feelings.

[illegible]

Appendix G
Sample I Care Lessons (Classes A and B)

STRATEGY WHEEL

◆ OBJECTIVES:

To analyze which strategy is the most useful for a certain situation
To apply strategies to decide who goes first

MATERIALS

S-40
scissors
crayons
paper fasteners
sheets of cardboard

◆ INTRODUCTION:

"Look at page S-40. Have you ever played any of these games/strategies? When did you use them? Did you prevent a conflict?" Have children demonstrate each of the strategies to the class.

◆ ACTIVITY BOOK:

"Follow the directions on page S-40 and make your own strategy wheel. Color them before cutting them out. Work with the person on your right. Spin the arrow and use the strategy the arrow lands on.* Play until you've used all the strategies suggested."

Discuss: "Why is going first important? Why is it good to have a peaceful strategy to resolve this problem?"

*Directions for Rock, Paper, Scissors: Rock is a closed fist; Paper is a flat hand. Scissors is a fist with two fingers held out like scissors. Children count to three. On three, they make either Rock, Paper or Scissors. To win:

—Rock smashes Scissors
—Scissors cut Paper
—Paper covers Rock

◆ CLOSURE:

"Which was your favorite strategy? You may use any or all of them to help you solve a conflict peacefully."

TEACHING SUGGESTIONS:

Have the children glue S-40 to a piece of cardboard before cutting out the wheel.

Have the children brainstorm other games/strategies they can use to prevent a conflict.

◆ ADDITIONAL ACTIVITIES:

1. Make a big strategy wheel for the class to use.
2. Write each strategy on a graph. Estimate which is the most popular, least popular, etc. Have each child write his/her name under the strategy he/she likes to use the most. Count the names under each strategy and record the results. Write a language experience chart.

Flip a Coin	*Which hand?*	*Rock, Paper or Scissors*	*Odds & Evens*	*Hands on the Bat*
///	~~////~~ /	////	~~////~~ //	~~////~~ ///

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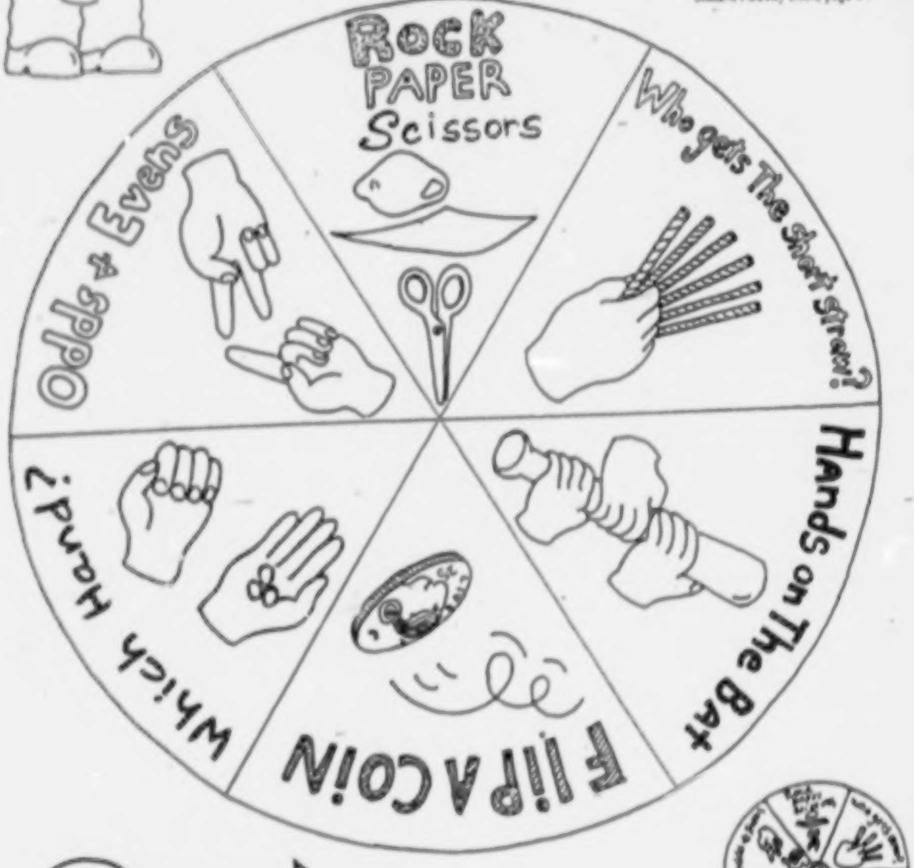
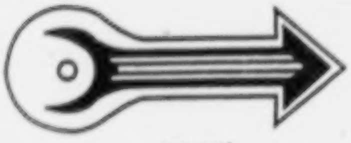
Appendix G
Sample I Care Lessons (Classes A and B)

"WHO GOES FIRST?" WHEEL

Glue this page to a piece of cardboard. Cut o the wheel and arrow. Put a paper fastener through the arrow and then through the cente of the wheel. Choose a partner and practice these strategies.

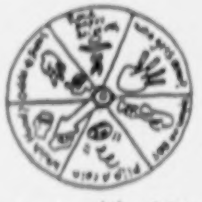
"Strategy Wheel" exercise from *Peacemaking Skills for Little Kids Grade Two Student Activity Book*, page 34


Rock
PAPER
Scissors
Who gets The Short Straw?
Hands on The Bat
Flip A Coin
Which Hand?
Odds & Evens



ARROW

PAPER FASTENER



wheel with Arrow

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Appendix G
Sample I Care Lessons (Classes A and B)

RULE 5

We are responsible for what we say and do.

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Appendix G
Sample I Care Lessons (Classes A and B)

BEING RESPONSIBLE

MATERIALS
S-33
Two cups (labeled "A" and "B")
pencil
soil and seeds
water

◈ ADVANCED PREPARATION:

Before starting this lesson, bring two small potted plants (labeled "A" and "B"), potting soil and seeds to class.

◈ OBJECTIVES:

To test a hypothesis
To apply skills associated with responsibility by maintaining a science project
To predict outcomes
To analyze and draw conclusion from the differences between the hypothesis and the outcome

◈ INTRODUCTION:

"Today we are going to be responsible farmers. We're going to learn what happens when we're responsible—and when we're not responsible."

◈ ACTIVITIES:

1. Create a chart labeled "Plant A" and "Plant B." "What will happen to plant "A" if we're responsible?" List answers. "What will happen to plant "B" if we're not responsible?" List answers.
2. Place two small plants next to each other; one labeled "A," the other, "B." Water plant "A," but leave plant "B" alone. Have the children observe the plants each day and draw pictures each day of what is happening. (This is a good time for journal writing.) Have children assemble their drawings into a flip book.
3. After 2-3 weeks (but before plant "B" dies), have children observe the condition of plant "A" and plant "B" and analyze what has happened. Have them compare their findings with their hypotheses. "Did they grow the way we thought they would?" Discuss. "Why do you think plant "B" looks sick? What can we do to save plant "B"?

◈ ACTIVITY BOOK:

Discuss the pictures on S-33. "Why did one plant grow so well and the other one wilt?" Answer the question on S-33. Extend this to other things we take care of. (pets, little brother or sister, etc.)

◈ CLOSURE:

"When we don't take responsibility for things, they can get ruined and we feel bad."

◈ ADDITIONAL ACTIVITIES:

Children can use cups or milk cartons to make pots. Wrap them in construction paper and decorate. Next, take the class, or a small group, outside to collect dirt. Put dirt in the cartons. Make holes in the dirt and place a seed in each. (Pumpkin seeds and lima beans work well.) Cover seeds with dirt and water. Since some of the children's seeds won't grow, be sure to have some extra seedlings available. Have children take the plants home when they grow.

Have children discuss the difference between desirable plants (edible, beautiful) and weeds (ugly, kill other plants). If possible, have children pull weeds from around the school.

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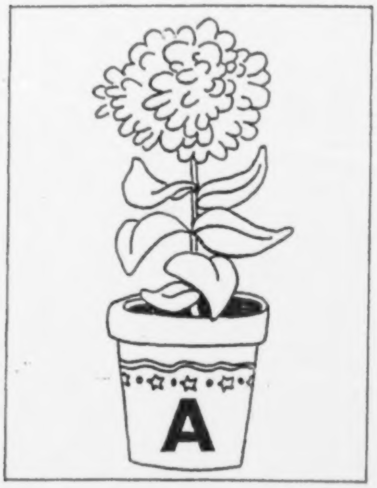
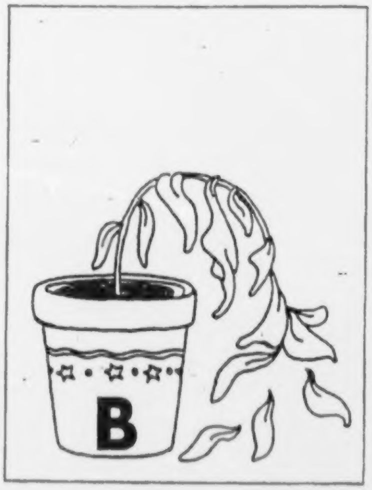
Appendix G
Sample I Care Lessons (Classes A and B)

BEING RESPONSIBLE





Which plant looks like somebody was responsible for taking care of it?

A ☐ **B** ☐

Explain why you need to be responsible for your plants.

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Appendix G
Sample I Care Lessons (Classes A and B)

RESPONSIBILITY AND YOU

MATERIALS

S-34
pencil

OBJECTIVES:

To identify responsibility at home and/or at school
To compare and contrast responsibilities at home or at school

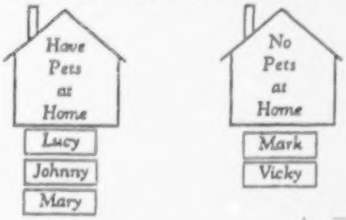
INTRODUCTION:

"We need to be responsible at home and at school because people depend on us. How many of you have a job at home? Tell me what it is. What are some of the things we have to be responsible for at school?"

ACTIVITIES:

1. Discuss responsibilities at home and at school.
2. Discuss: "What are some responsible things that you do at home that you can't do at school? What are some responsible things that you do at school that you can't do at home? What are some responsible things you can do in both places? What happens when we're not responsible?"
3. Choose one of the items children are responsible for. Discuss the importance of being responsible for it. Estimate and graph how many children do that activity. (e.g., taking care of pets)

Students Who Have Pets at Home



ACTIVITY BOOK:

Complete the list on S-34.

CLOSURE:

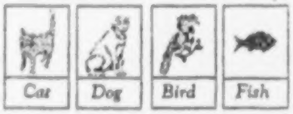
"Being responsible and taking care of things is important because people depend on us and need our help. Let's look at the I-Care Rules and see how each one helps us to be responsible."

TEACHING SUGGESTION:

This is a good time to introduce recycling and how we take responsibility for our environment. (Around Earth Day would be an appropriate time also.)

ADDITIONAL ACTIVITIES:

1. Ask children what kinds of animals they would like to have and how they could be responsible for them. (See example)
2. Classify characteristics of pets. (See example) Look in magazines to find pictures that show the characteristics.
3. Responsibility Puzzles: Collect pictures that show people being responsible; one for each child. Cut each picture into 10-12 pieces and put it in an envelope. Have children assemble their puzzles and write captions to go with their pictures.



2-Legs	4-Legs	Ears	Tail	Fur	(etc.)
//	////	////	//	////	

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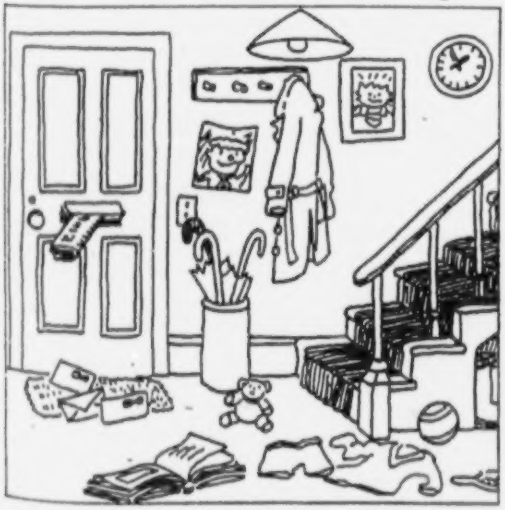
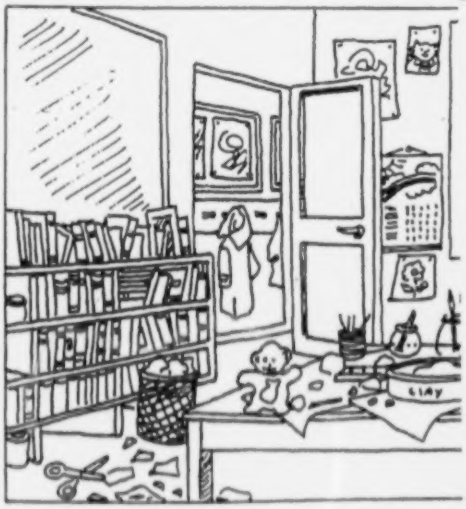
Appendix G
Sample I Care Lessons (Classes A and B)

IF YOU'RE RESPONSIBLE AND YOU KNOW IT

Make a list of ways you are responsible.

At Home	At School
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.





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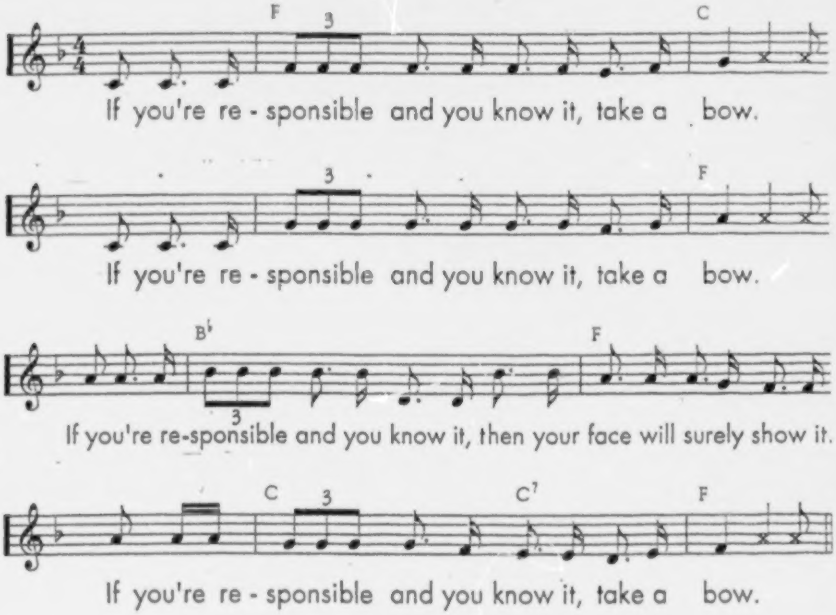
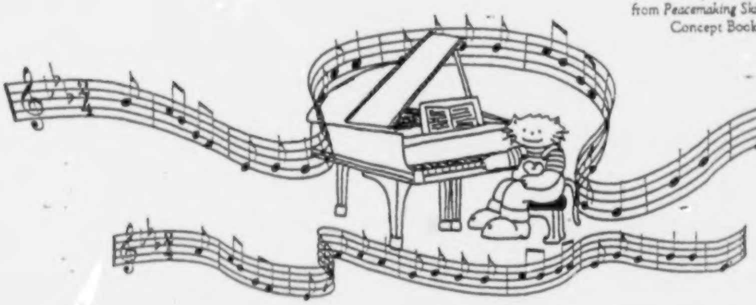
Appendix G
Sample I Care Lessons (Classes A and B)

If You're Responsible and You Know It


F
3
C
If you're re - sponsible and you know it, take a bow.
3
F
If you're re - sponsible and you know it, take a bow.
B♭
3
F
If you're re-sponsible and you know it, then your face will surely show it.
C
3
C7
F
If you're re - sponsible and you know it, take a bow.

*If You're Responsible and You Kn
from *Peacemaking Skills for Little*
Concept Book, page 68



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Appendix G
Sample I Care Lessons (Classes A and B)

COOPERATION

OBJECTIVES:

To sequence and organize components needed for cooperation
To interpret how cooperation is a solution to a problem
To construct cooperation problems

MATERIALS

S-13
large pictures of ice cream, milk, a blender and a milk shake, "+" and "=" signs on index cards, glue, scissors and paper

INTRODUCTION:

I-Care Cat tape/CD: "Cooperation" "What is cooperation? How can cooperation help us to be better peacemakers?"

"Boys and girls, I have a problem that I don't know how to solve. It's about cooperation. Can you help me?"

ACTIVITY:

Attach the picture of ice cream to the board. "What is this?" Attach one of the "+" signs next to the ice cream, followed by the picture of milk. "What is this?" Repeat this procedure for the blender and then attach an "=" sign to the end of the equation. " **Here is my problem. If ice cream, milk and the blender cooperate, I'm not sure what will happen. What do you think we'll get?"** After brainstorming possible outcomes, attach the picture of the milk shake to the end of the equation. **"That's right—we'll get a milkshake!"**

Have students create their own cooperation problems. Pair children. Give each pair glue, scissors and paper. Have them draw pictures and then assemble them into cooperation problems.

ADDITIONAL ACTIVITIES:

1. To tie I-Care Cat into this activity, the teacher can make an I-Care Cat cooperation problem. Make a picture of I-Care Cat, a guitar and some musical notes. The equation would be "I-Care Cat+Guitar+Children=Music."
2. Use pictographs to make equations. For instance, Book+Eyes=Reading

   The teacher can have children roleplay equations. For instance, use a checkers game. Have two children come to the front of the class. Give one student the game board and give the other the checkers. Have the class brainstorm what will happen if the children cooperate.

CLOSURE:

"Sometimes we have problems that we can't resolve by ourselves. If we cooperate, however, we can often create solutions that resolve our problems and make everyone happy."

TEACHING SUGGESTIONS:

If the facilities are available, the teacher may want to create an actual milkshake and share with the children.

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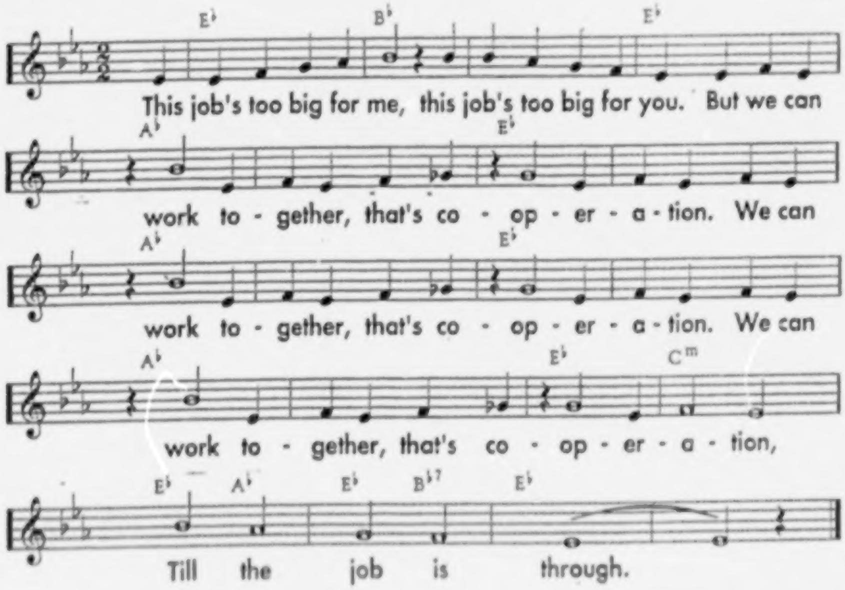
Cooperation Song


E♭ B♭ E♭
This job's too big for me, this job's too big for you. But we can
A♭ E♭
work to - gether, that's co - op - er - a - tion. We can
A♭ E♭
work to - gether, that's co - op - er - a - tion. We can
A♭ E♭ Cm
work to - gether, that's co - op - er - a - tion,
E♭ A♭ E♭ B♭7 E♭
Till the job is through.

"Cooperation Song" from
Peacemaking Skills for Little Kids
Concept Book, page 13

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We Are Responsible for What We Say & Do

◆ OBJECTIVES:

To identify a problem and decide on solutions. To recognize that all conflicts have multiple solutions

◆ INTRODUCTION:

"Let's look at a story about two children who were painting in class. Jane and Jim were painting at the easels. While they were mixing paints, the paint spilled on the table and dripped onto the floor. Their teacher came over and asked who made the mess. They started to blame each other for the problem."

◆ ACTIVITY BOOK: PAGES 36 AND 37

"The first step to solving a problem is to know what the problem is. On Page 36, write what Jim and Jane's problem is." There may be several responses for this question. Students may say that the problem is that they are blaming each other or that they are not taking responsibility. However, the problem that Jim and Jane must solve is the paint mess.

Discuss: "Are Jim and Jane taking responsibility when they are blaming each other? How do you feel when someone blames you? How do you think others feel when you blame them? Does blaming someone solve the problem?"

Have students write on page 37 what Jane and Jim can do to solve the problem.

Additional Activity:

Jeff came to school angry today. When he arrived at his classroom, Jeff yelled at Steve because Steve's jacket was on his hook on the coat rack. Jeff grabbed Steve's jacket and threw it on the floor. Steve threw Jeff's jacket on the floor and put his back on the hook.

Discuss: "What is the problem from Jeff's point of view? What is the problem from Steve's point of view? What do you think the 'starting point' of the problem was? Why?"

◆ CLOSURE:

"We all make choices. When we take responsibility to solve our conflicts, we feel proud and often get the results we like more than when we blame others or call people names. We can use the I-Care rules to help us solve problems. 'We listen to each other' helps find the problem. 'We care about each other's feelings' helps us work together so we both feel better. 'We use our hands for helping' lets us work together to fix the problem. 'We use I-Care language' shows we respect each other and want to stay friends. 'Being responsible for what we say and do' shows we have the ability to solve problems and make our world a better place."

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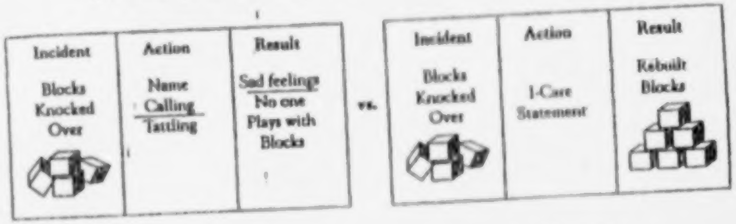
◆ CURRICULUM INFUSION ACTIVITIES:

Language Arts, Art:

To foster responsibility and teach children that they have many choices, students can make "Choice Books" for a variety of problems. The goal is for each child to recognize that he/she can make a choice to solve a problem (by being responsible, by using I-Care language, by using other peaceful strategies) rather than escalating problems (by calling people names, by hitting others, or by blaming people).

To develop compare/contrast skills, children can make old choices (or poor choices) and new choices (positive choices). Fold paper into three parts:



Old Choices

Good Choices

Discuss: "How does it feel when you take responsibility? How does it feel when you blame someone or someone blames you?"

◆ JOURNAL:

The last time that I had a problem, I solved it by...
A time that I was blamed when I didn't do something, I felt...

◆ STORIES:

The Hating Book by Charlotte Zolotow
Matthew and Tilly by Rebecca Jones

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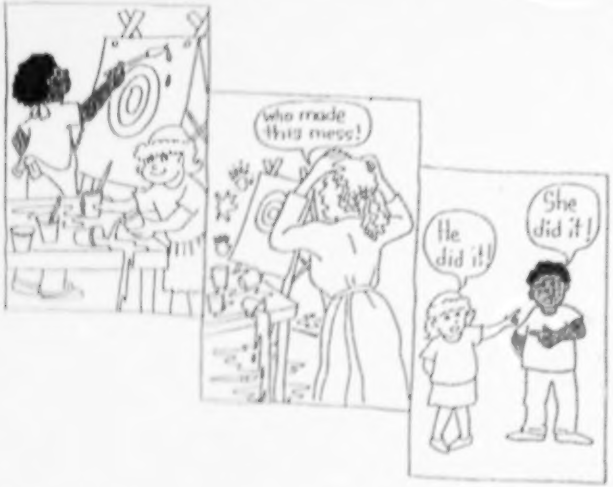
We Are Responsible


Who made this mess!
He did it!
She did it!

Jane and Jim have a problem. The problem is

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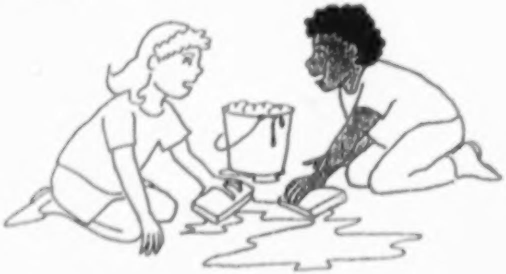
For What We Say and Do

To solve this problem as peacemakers they can remember to:

- ❤ Listen to each other.
- ❤ Care about each other's feelings.
- ❤ Use their hands for helping, not hurting.
- ❤ Use I-Care Language.



Then, Jane and Jim can

Peacemakers are responsible for what they say and do.

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We Can Work Together

OBJECTIVES:

To recognize the benefits of playing cooperatively. To recognize that while each person has a special role, many people are interdependent

VOCABULARY:

sharing, depend, dependent, interdependent, cooperation vs. competition

INTRODUCTION:

Discuss: "What are some games that you like to play alone? What games do you like to play with others? Is it fun to play with someone else?"

Brainstorm some rules children should follow when playing with other people. Write the rules on a piece of chart paper. Display these rules for children to refer to in the future.

Discuss: "Why are these rules important?"

Discuss: "What does it mean to share? How can you decide who goes first in a game?" (rock, scissors, paper; odds and evens; flip a coin) If children do not know rock, paper, scissors, teach them this strategy. (See page T-45) Practice.

ACTIVITY:

Use a cooperative games book to find some games that need cooperation to play. Here are two examples:

Alligator and the Lily Pad (similar to Musical Chairs)

Put several pieces of green paper on the floor. Be sure there are enough so all children can stand on some spot. Play music. When the music stops, children must be on the paper or the alligator will catch them. Play music again, but take away some of the paper. Repeat until only a few students are standing on the paper. (To prevent pushing or injury, tell students that the alligator is friendly and likes to play this game. If it catches them, it won't hurt or eat them, so they don't have to run away from it.) When there are only a few children left, ask:

Discuss: "How did it feel to not have a place to stand and be safe? Could we make room for everyone on the paper that is left? How can we help save our friends? How does it feel when our friends are caught by the alligator?"

Play the game again, this time encouraging the children to squish together so that the alligator can't catch any of them.

Discuss: "How do you feel when everyone cooperates? Why is it important to cooperate, rather than compete, when we play with our friends?"

Discuss the words "dependent" and "interdependent." "'Dependent' means that we need someone else. 'Interdependent' means that we need each other. "On whom are we dependent?" (Parents, teachers, doctors, police) "Is there anyone who is dependent on you?" (Younger siblings, pets) "How does it feel when someone depends on you?"

The Interdependent Puzzle Search:

Materials: four puzzles (25 pieces or less). Mark the back of each puzzle with the same color.

Give each student a few same-colored puzzle pieces. Students must find others who have the same color as they do, and work together to assemble the puzzles.

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Discuss: "How were you interdependent? How does it feel to know that someone needs you just like you need them? Why is it important to work together to solve problems? Think back to the people you said you were dependent on and who were dependent on you. Is there any way that they depend on you and you depend on them?"

CLOSURE:

"We all have jobs to do and each person has people who depend on him/her. When we work together, we can have fun playing and get jobs done a lot easier."

ACTIVITY BOOK: PAGES 14 AND 15

Have students answer the following questions: "What are some games you can't play alone? What do you like about playing with others?" (page 14) "What can the children in the picture do to work together to clean the room?" (page 15)

CURRICULUM INFUSION ACTIVITIES:

Language Arts:

Make a poem about cooperation.

Examples:

Cooperation is...
Friends sharing
Taking turns
Listening to each other
Working together
Having Fun

Cooperation
C-carrying things together
o-opening doors
o-or picking up toys
p-playing together
e-everyone counts
r-reaching for success
a-acting nice
t-taking turns
i-involving everyone
o-on the playground
n-no one is left out

Social Studies:

Have children brainstorm a list of jobs or professions. Complete the chart. (See example) If it happens "most often," or "always" put a star in the column. If it happens "sometimes," put a check in the column. Students may have to do some research to complete the chart.

	How they work		Who does it	
Job	alone	in groups	male	female

Discuss: "How do adults work together to get jobs done? How do people work together and cooperate? Do firefighters and police work alone or together? What are some other jobs that require people to work together?"

Have students work in small groups and come up with how different jobs require cooperation. For homework, ask students to interview their parents about the job they do.

Discuss: "How does their job require cooperation? With whom do they work? How would their job be harder to do alone?"

STORIES:

People Who Help People by J.B. Moncure
My Mommy Makes Money by Joyce S. Mitchell
Mr. Grigg's Work by Cynthia Rylant
Herman the Helper by Robert Kraus

JOURNAL:

When I work together to solve a problem I feel...
When I cooperated...

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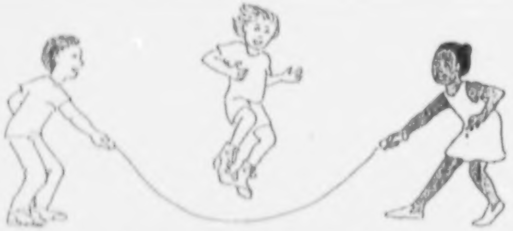
We Can Work Together



Everyone has a job to do
Other people depend on you.
Everyone has a part to play
Working together is the best way.

What are some games you can't play alone?

What do you like about playing with others?

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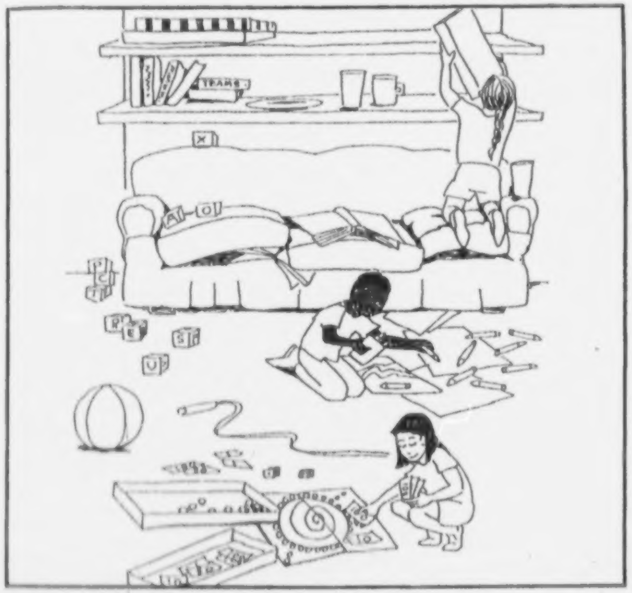

These children need help.
How can these children work together to clean this room?

Peacemakers work together to get a job done.

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Working Together: That's Cooperation

OBJECTIVES:

To learn the benefits of cooperation. To identify ways that cooperation helps get jobs done easier

VOCABULARY:

cooperation, cooperate

INTRODUCTION:

"We use our hands to help ourselves and others. When we use our hands and our brains to help or play with other people, we are cooperating. What is cooperation?"

ACTIVITY:

(Complete a T-Chart)

	Cooperating	Not cooperating
Looks Like		
Sounds Like		

Discuss: "How do we cooperate in class, at home or when we play? Is it more fun to work and play alone or with others? What happens when we don't cooperate with each other? How does it make you feel when you cooperate? How does it feel when people are not cooperating? What is the reason for working together? What makes it fun to work together? What makes it hard? Do two people have better ideas than one?"

I Care Cat tape/CD. "That's Cooperation"

This job's too big for me
this jobs too big for you,
but we can work together,
that's cooperation.
We can work together,
that's cooperation.
We can work together,
that's cooperation,
'till the job is through.

Repeat song, changing words "work together" with "pull together," "push together," "lift together," "pick up together," "clean up together," and "build together."

Teacher's Note: This is an excellent song to play while children clean up after an activity. A fun way to use the song is to make a special "clean up" audio tape. Record the song onto a tape three or four times in a row. Play the tape while children clean. Children must be done cleaning by the time the tape is finished. The teacher may also want to record children singing all the verses. This can become their cooperation tape.

CLOSURE:

"If we have a big job to do, we can work together to get it done so we have time to play. When we listen to each other and use our helping hands, we can do our jobs and have fun."

ACTIVITY BOOK: PAGES 12 AND 13

Have students complete these sentences (page 12): "Here is how I cooperate at home," "Here is how I cooperate in the classroom," and "Here is how I cooperate on the playground." Color people who are cooperating (page 13).

CURRICULUM INFUSION ACTIVITIES:

Science:

Materials: Seeds, dirt, pots, gloves

Work with a partner to plant seeds and chart the growth of seeds. Draw the sprouts at various stages of growth. If there is room at your school, plant a cooperation garden.

If equipment is available, make a dish or meal together. Students can work together in small groups to make a food item or to make different dishes for a meal. Some suggestions are salad, sandwiches, lemonade, cookies and homemade ice cream.

Language Arts:

Materials: paper bags or paper and sticks to make puppets

Read: *Not Now Said the Cow* by Trumpet Books

Have students make stick puppets of the characters and act out the story as it is read.

Discuss: "What happened when the crow asked the other animals to help her? How did she feel when they didn't help? How do you help your family and friends? How do they feel when you help? How do you feel when you help someone? When you don't help?"

Have students rewrite the story so that all of the animals help.

Discuss: "How did the crow feel this time? What did the other animals get for their effort?"

Language Arts, Art:

Have students make cooperative books. Each child makes a picture with a story about how he/she cooperates (home, school, play, etc.). Put all pages together to make a class book.

STORIES:

It's Mine by Leo Lionni
Carrot Seed by Ruth Kraus (Science)
How a Seed Grows by Helene Jordan
Tom and Sam by Pat Hutchins
The Wonderful Feast by Esphyr Slobokina
Harriet's Halloween Candy by Nancy Carlson
Want to Play by Marissa Moss
Corn Is Maize, The Gift of the Indians by Aliki

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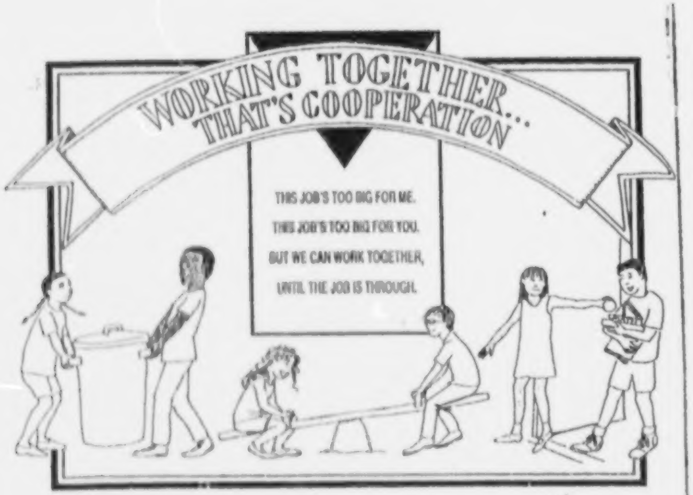
WORKING TOGETHER... THAT'S COOPERATION
THIS JOB'S TOO BIG FOR ME.
THIS JOB'S TOO BIG FOR YOU.
BUT WE CAN WORK TOGETHER,
UNTIL THE JOB IS THROUGH.

Here is how I cooperate at home. ______________________

Here is how I cooperate in the classroom. ______________________

Here is how I cooperate on the playground. ______________________

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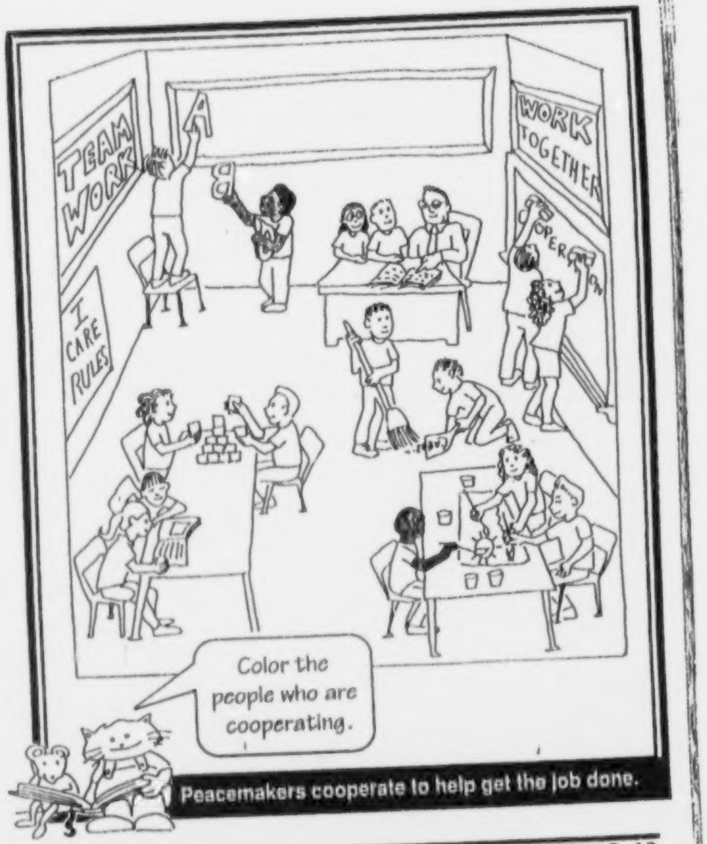
TEAM WORK
A
B
I CARE RULES
WORK TOGETHER
COOPERATION

Color the people who are cooperating.

Peacemakers cooperate to help get the job done.

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Appendix G
Sample I Care Lessons (Classes A and B)

MY PEACE PLAN

MATERIALS

S-47
pencil

◈ OBJECTIVE:

To create individual plans for peacefully resolving conflicts

◈ INTRODUCTION:

"We have learned all of the I-Care Rules, the I-Care Statement and many different strategies for solving conflicts peacefully. Now I would like each of you to create your own peace plan listing what peaceful steps you can take when you have a conflict with someone else."

◈ ACTIVITY:

Complete "Peace Plan" on S-47. Have the children volunteer to share their peace plans. Have each child sign his/her peace plan. Make an I-Care Rule agreement.

EXAMPLE:

I, ____________, agree to follow the I-Care Rules to make my classroom a friendly and caring environment.

Signature ____________________

◈ CLOSURE:

"Now we each have our own peace plan that we can refer to when we want to resolve a conflict. We have learned that there are many ways of solving conflicts peacefully."

TEACHING SUGGESTION:

Children may add to or revise peace plans at any time during the year.

◈ ADDITIONAL ACTIVITIES:

1. Write a peace essay.
2. Have the children answer the question, "If you were the president, how would you try to keep peace in your country?"
3. Have the children design either a Peace Pole or Peace Flag to hang outside the classroom. The children can make peace bumper stickers and buttons as well. Have the children create original peace slogans.
4. Have a Cultural/Cooperative Festival Celebration. Each child is responsible for bringing in a meal from his/her family's country of origin. Put children into five groups and assign each group a job to help make the celebration a success.

EXAMPLE: Group 1: Makes decorations
Group 2: Decorates the room
Group 3: Makes invitations for parents and other people who are invited
Group 4: Serves the food
Group 5: Cleans up the room

Discuss what will happen if the groups do not cooperate and do their jobs. Remind the children that everyone in the group is to participate. Congratulate the children on working together cooperatively to have a successful celebration.

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MY PEACE PLAN

The next time I have a conflict,
I will: ______________________________

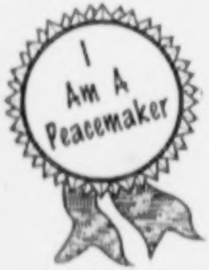
____

____

____

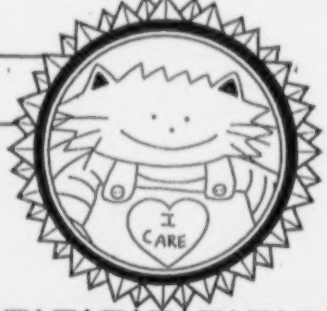
____

____


I
Am A
Peacemaker

Sign Here: ______________________________

Date: ______________________________



Appendix G
Sample I Care Lessons (Classes A and B)

PEACEMAKING REPORT

◈ OBJECTIVE:

To record data using the Peacemaker Report Form

MATERIALS

S-46
pencil

◈ INTRODUCTION:

"We have been doing a wonderful job of learning and practicing our peacemaking skills. As a peacemaker, you can solve many conflicts yourself."

◈ ACTIVITY:

Practice roleplaying the Peace Table process:

- Choose speaker and listener to begin
- Give an I-Care Statement
- Answer or respond to I-Care Statement
- Switch roles listener/speaker
- Decide on solution

1. Demonstrate this process using I-Care Cat and Kit Cat, or puppets of your choice.
2. Have two children demonstrate the process in front of the class using I-Care Cat and Kit Cat.
3. Have children practice the process in front of class and through paired activities at their seats.
4. Using make-believe situations, practice filling out the Peacemaking Report Form with the children. (S-46) Arrange the children in groups of three and have them make up conflict situations to resolve. One person will be the recorder. Rotate the rolls of the group so that all three children have the chance to be the recorder.

◈ CLOSURE:

"We can keep track of the number of conflicts in our classroom by being responsible and filling out the Peacemaking Report Form. You are all becoming wonderful peacemakers."

TEACHING SUGGESTION:

Managing the Peace Table: Decide as a class, or tell the class, when, how and where they can go for the Peace Table process and how they will return to their seats. Encourage children to use their strategies (S-40) to decide who goes first. Work with the class to establish responsible behavior guidelines for when children are at the Peace Table.

Create a system for collecting and keeping the Peacemaker Report Forms. Count how many Peacemaking Report Forms were filled out each month. "Guesstimate" and compare if there were more or less conflicts each month.

◈ ADDITIONAL ACTIVITY:

Divide the children into five groups. Each group will be responsible for one I-Care rule. Have them make a class book showing the rules with pictures and short sentences to go with each rule. Share the book with other classes. Keep it in the class library.

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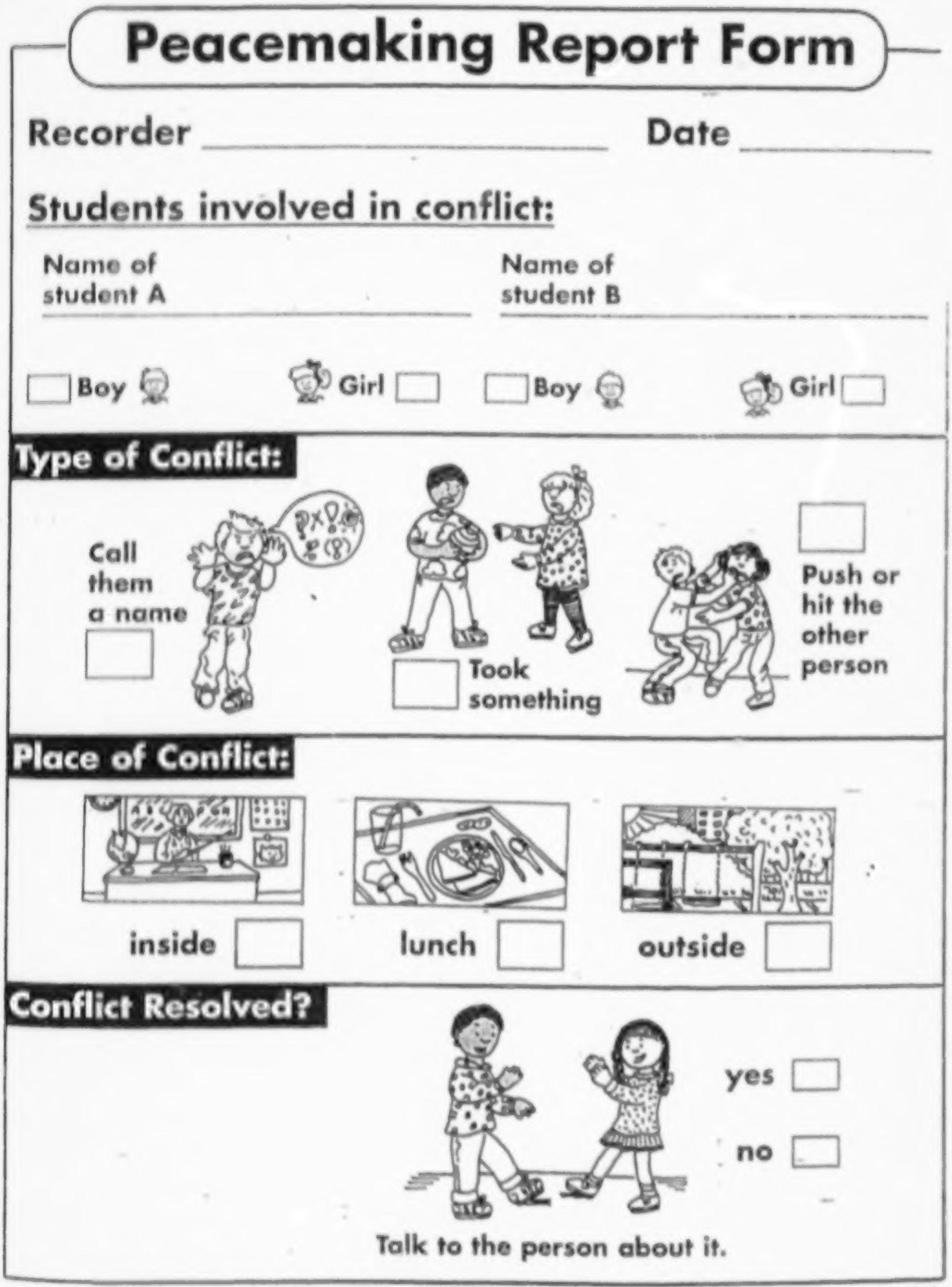
Appendix G
Sample I Care Lessons (Classes A and B)



Peacemaking Report Form

Recorder ______________________ **Date** __________

Students involved in conflict:

Name of student A ______________________

Name of student B ______________________

☐ Boy Girl ☐ ☐ Boy Girl ☐

Type of Conflict:

Call them a name ☐

☐ Took something

☐ Push or hit the other person

Place of Conflict:

inside ☐ lunch ☐ outside ☐

Conflict Resolved?

yes ☐

no ☐

Talk to the person about it.

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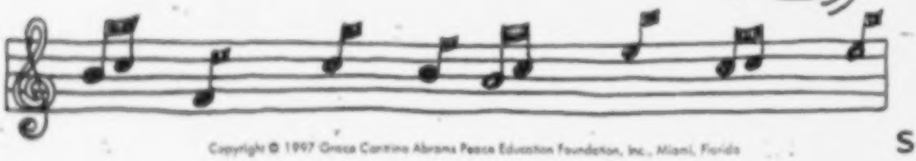
Appendix G
Sample I Care Lessons (Classes A and B)

THE PEACE TABLE

Have a Problem?
Talk it out,
Work together,
Don't scream and shout.
Problems don't just go away,
It all depends
On what we do
And say.
Tell what happened,
Say what's true.
Listen to the other
Point of view.
Be polite,
Don't name-call or fight.
Getting even
Just isn't right.
List ideas,
Things that will work.
Say sorry if needed,
Or fix what we broke.
Find a solution
That we both can do,
Try to find one
That fits me and you.

Can you learn the Peace Table Rap?
I CARE

Peace Table Rap by Elyse Brunt



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Appendix H
Observation Checklists A.M. and P.M. (Classes A and B)

Observation Checklist and Anecdotal Notes Targeting Inappropriate Behavior

Behaviors (off-task, aggressive, defiance)	**Monday A.M.**	**Tuesday A.M.**	**Wed. A.M.**	**Thurs. A.M.**	**Friday A.M.**	**Anecdotal Notes**
hitting						
kicking						
biting						
pushing						
spitting						
playing in desk/cubby						
talking						
interrupting						
noisemaking						
getting out of seat						
daydreaming						

Appendix H

Observation Checklists A.M. and P.M. (Classes A and B)

Observation Checklist and Anecdotal Notes Targeting Inappropriate Behavior

chair-tipping						
defiance						
inappropriate language						

Appendix H

Observation Checklists A.M. and P.M. (Classes A and B)

Behaviors (off-task, aggressive, defiance)	Monday P.M.	Tuesday P.M.	Wed. P.M.	Thurs. P.M.	Friday P.M.	Anecdotal Notes
hitting						
kicking						
biting						
pushing						
spitting						
playing in desk/cubby						
talking						
interrupting						
noisemaking						
getting out of seat						
daydreaming						

Appendix H

Observation Checklists A.M. and P.M. (Classes A and B)

Observation Checklist and Anecdotal Notes Targeting Inappropriate Behavior

chair-tipping						
defiance						
inappropriate language						

Appendix H
Weekly Totals of Completed Observation Checklists

Behaviors (off-task, aggressive, defiance)	Week ___	Week ___	Week ___	Week ___	Week ___	Anecdotal Notes
hitting						
kicking						
biting						
pushing						
spitting						
playing in desk/cubby						
talking						
interrupting						
noisemaking						
getting out of seat						
daydreaming						
chair-tipping						
defiance						
inappropriate language						

Appendix H

Weekly Totals of Completed Observation Checklists (Class A)

194 (8-27)-(9-2) 279 (9-3)-(9-9) 836 9/10-9/16 548 -23 (9-24)- 719 (9-30)

Behaviors (off-task, aggressive, defiance)	Week 1	Week 2	Week 3	Week	Week 5	Anecdotal Notes
hitting	7	34	25	39	43	
kicking	0	4	0	4	4	
biting	0	0	0	0	0	
pushing	5	27	69	104	100	
spitting	0	4	6	2	4	
playing in desk/cubby	0	6	16	6	24	
talking	54	79	222	147	110	
interrupting	86	90	183	130	126	
noisemaking	20	17	63	60	53	
getting out of seat	5	17	42	53	38	
daydreaming	7	30	35	57	24	
chair-tipping	2	7	29	20	38	
defiance	6	43	101	105	116	
inappropriate language	2	21	45	21	39	

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Appendix H
Weekly Totals of Completed Observation Checklists (Class A)

student to student aggressive

CLASS A

Behaviors (off-task, aggressive, defiance)	(530) (10-1)-(10-7) Week 1	short week (380) (10-8)-(10-14) Week 2	(510) (10-15)-(10-21) Week 3	(505) 10-22-10-28 Week 4	(407) (10-29)-(11-4) Week 5	Anecdotal Notes
hitting	29	30	31	22	22	
kicking	5	3	4	3	0	
biting	0	0	0	0	0	
pushing	50	18	46	42	35	
spitting	5	4	2	0	0	
• playing in desk/cubby	1	4	3	12	13	
* talking	72	80	96	100	103	
* interrupting	138	100	114	108	87	
* noisemaking	28	17	16	55	46	
* getting out of seat	37	17	21	16	19	
• daydreaming	32	20	40	42	22	
• chair-tipping	28	15	30	30	8	
* defiance	57	47	68	48	36	
* inappropriate language	38	25	39	25	18	

Appendix H

Weekly Totals of Completed Observation Checklists (Class A)

CLASS H

aggressive

Behaviors (off-task, aggressive, defiance)	(270) 2 day wk (11-5) – (11-11) Week 11	(334) (11-12) – (11-18) Week 12	(328) (11-19) – (11-25) Week 13	(226) 3 day wk (11-26) – (12-2) Week 14	(334) (12-3) – (12-9) Week 15	Anecdotal Notes
hitting	22	15	21	6	12	Veterans Day 11/11 conf. 11/5-11-6
kicking	2	4	3	0	1	
biting	0	0	0	0	0	11/26-27 Thanksgiving
pushing	20	20	28	18	14	
spitting	2	1	2	0	0	
playing in desk/cubby	9	7	10	5	8	
* talking	44	83	90	53	107	
* interrupting	52	81	55	63	75	
* noisemaking	18	31	14	13	16	
* getting out of seat	18	7	9	3	10	
daydreaming	14	18	21	10	18	
chair-tipping	12	6	2	0	6	
* defiance	44	57	51	46	64	
* inappropriate language	13	9	22	5	8	

Appendix H
Weekly Totals of Completed Observation Checklists (Class A)

aggressive

CLASS A

Behaviors (off-task, aggressive, defiance)	(484) (12-10)-(12-16) Week 16	3 day wk (2) (12-17)-(1-6) Week 17 (217)	4 day wk) (1-7)-(1-13) Week 18 (115)	(4 day wk) (1-14)-(1-20) Week 19 (126)	(1-21)-(1-27) Week 20 (171)	Anecdotal Notes
hitting	11	0	0	0	0	wk 17 2 snow days in Jan. (1/4 - 1/5)
kicking	0	0	0	0	0	
biting	0	0	0	0	0	wk 18 (1-7) snow'd
pushing	26	10	7	8	18	wk 19 1/18 MLK Holiday
spitting	1	1	0	0	0	
playing in desk/cubby	7	6	0	0	10	
* talking	155	87	51	50	72	wk before X-mas vacation a lot of talking + interrupting due to excitement
* interrupting	105	45	34	40	29	
* noisemaking	14	9	3	1	11	
* getting out of seat	14	6	0	2	3	
daydreaming	39	6	4	4	2	
chair-tipping	3	3	0	0	2	
* defiance	98	38	16	21	21	
* inapp rude language	11	6	0	0	3	

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Appendix H

Weekly Totals of Completed Observation Checklists (Class A)

student · to student aggressi

(1-28) - (1-29)

Behaviors (off-task, aggressive, defiance)	Week 21 (23)	Week ___	Week ___	Week ___	Week ___	Anecdotal Notes
hitting	1					
kicking	0					
biting	0					
pushing	8					
spitting	0					
playing in desk/cubby	0					
* talking	27					
* interrupting	13					
* noisemaking	3					
* getting out of seat	2					
daydreaming	3					
chair-tipping	1					
* defiance	11					
* inappropriate language	4					

Appendix H

Weekly Totals of Completed Observation Checklists (Class B)

Class B

Behaviors (off-task, aggressive, defiance)	150 8/27 - 9/2/98 Week 1	406 9/3 - 9/9 Week 2	1092 9/10 - 9/17 Week 3	9/17 - 9/24 Week 4 334	9/24 - 10/1 Week 5 363	Anecdotal Notes
hitting	3	0	0	2	0	
kicking	0	0	2	0	0	
biting	0	0	0	0	0	
pushing	0	1	3	1	0	
spitting	0	6	0	6	0	
playing in desk/cubby	11	6	51	16	2	
talking	65	170	257	161	189	
interrupting	38	134	31	74	115	
noisemaking	1	9	10	4	2	
getting out of seat	17	71	80	65	53	
daydreaming	11	12	0	6	2	
chair-tipping	2	3	33	4	0	
defiance	0	0	23	0	0	
inappropriate language	2	6	21	1	0	

aggressive

= passive

Appendix H

Weekly Totals of Completed Observation Checklists (Class B)

	Behaviors (off-task, aggressive, defiance)	Week 11 11-5-11-9 (58)	Week 12 11-12-11-18 (40)	Week 13 11-19-11-23 ~~(24)~~ (28)	Week 14 11-26-12-2 (28)	Week 15 12-3-12-9 (38)	Anecdotal Notes
S-to-Student aggressive	hitting						
	kicking						
	biting						
	pushing						
	spitting						
•	playing in desk/cubby		3				
✱	talking	18	16	11	18	17	
✱ S-to-Teach.	interrupting	40	21	17	10	21	
✱	noisemaking						
✱	getting out of seat						
•	daydreaming						
• passive	chair-tipping						
✱	defiance						
✱	inapprop. .te language						

Appendix H

Weekly Totals of Completed Observation Checklists (Class B)

S-to-student aggressive

* possible S-to-teach.

Behaviors (off-task, aggressive, defiance)	12-10-12-16 (10) Week 16	12-17-1-6 (12) Week 17	1/7-1-13 (20) Week 18	1/14-1/20 (16) Week 19	1/21-1/27 (14) Week 20	Anecdotal Notes
hitting						
kicking						
biting						
pushing						
spitting						
playing in desk/cubby						
talking	12	10	15	9	14	
interrupting	4	2	5	7	5	
noisemaking						
getting out of seat						
daydreaming						
chair-tipping						
defiance						
inapprop. .te language						

Appendix H

Weekly Totals of Completed Observation Checklists (Class B)

1/29-29 (P)

Behaviors (off-task, aggressive, defiance)	Week 21	Week __	Week __	Week __	Week __	Anecdotal Notes
hitting						
kicking						
biting						
pushing						
spitting						
playing in desk/cubby						
talking	3					
interrupting	1					
noisemaking						
getting out of seat						
daydreaming						
chair-tipping						
defiance						
inapprop ate language						

S-to-student aggressive

S-to-teacher aggressive

Appendix I
Team Building Activity

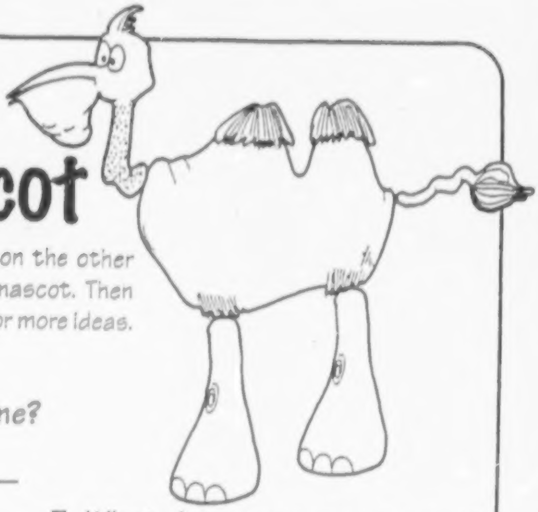
TOGETHER

EVERYONE

ACHIEVES

MORE

Appendix I
Team Building Activity



Team Mascot

Cut out all the Team Mascot Pieces on the other page. In your team, build your team mascot. Then brainstorm ideas below. Use the back for more ideas.

1. What is your mascot's name?

2. What do you do together?

3. What does your mascot eat?

4. What bizarre things does your mascot do?

agan Cooperative Learning

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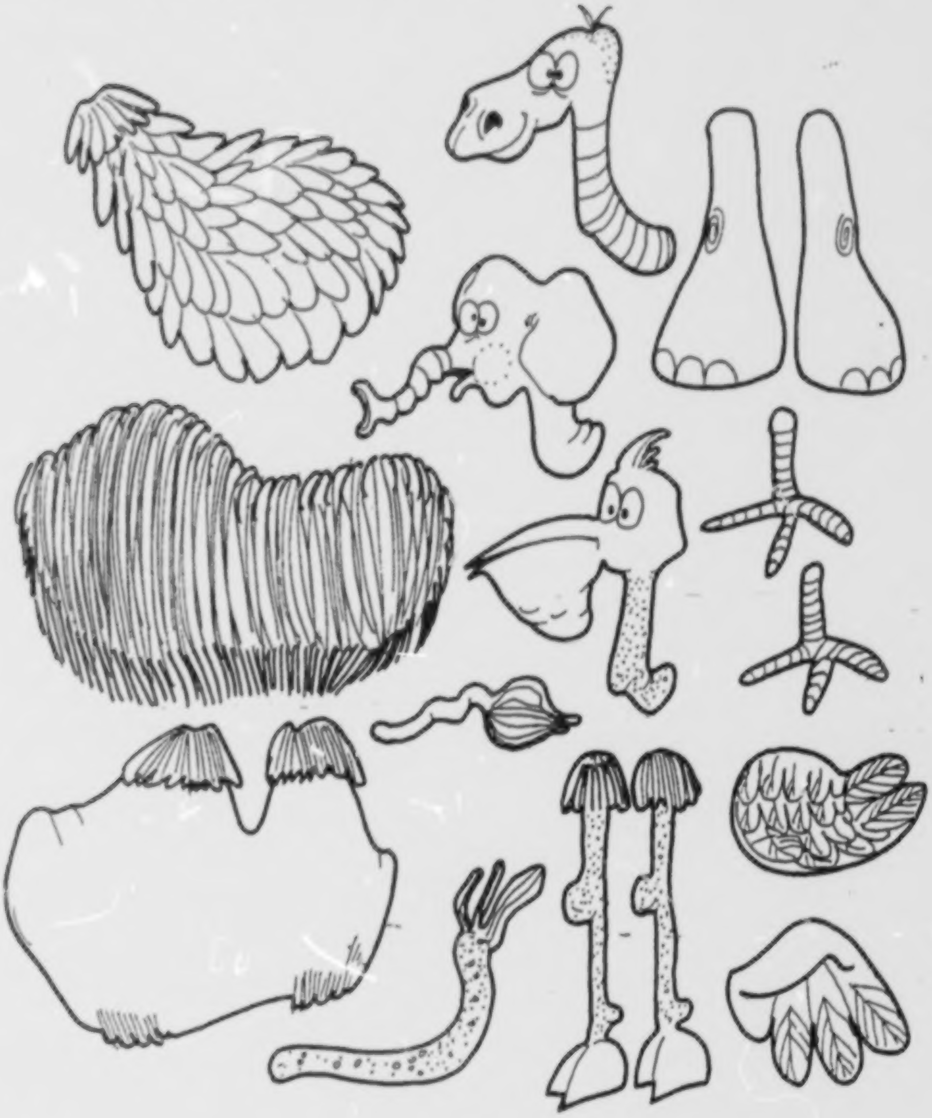
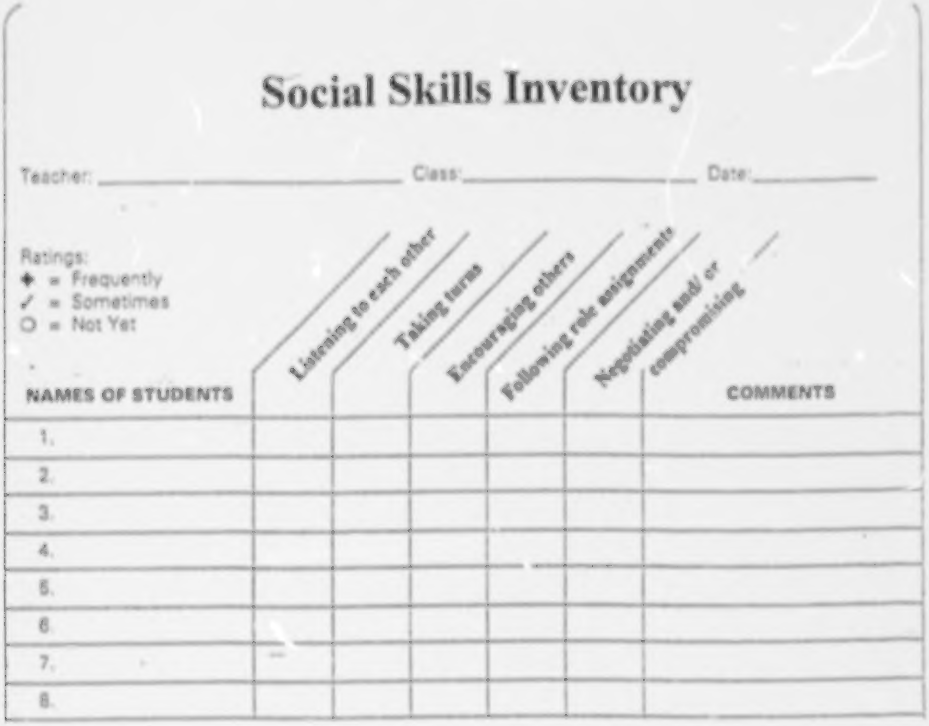
Appendix I
Team Building Activity

Team Mascot Pieces

ut out these pieces and create a team mascot.



Appendix J
Social Skills Inventory



Social Skills Inventory

Teacher: ______________________ Class: ______________________ Date: ____________

Ratings:
- + = Frequently
- ✓ = Sometimes
- ○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

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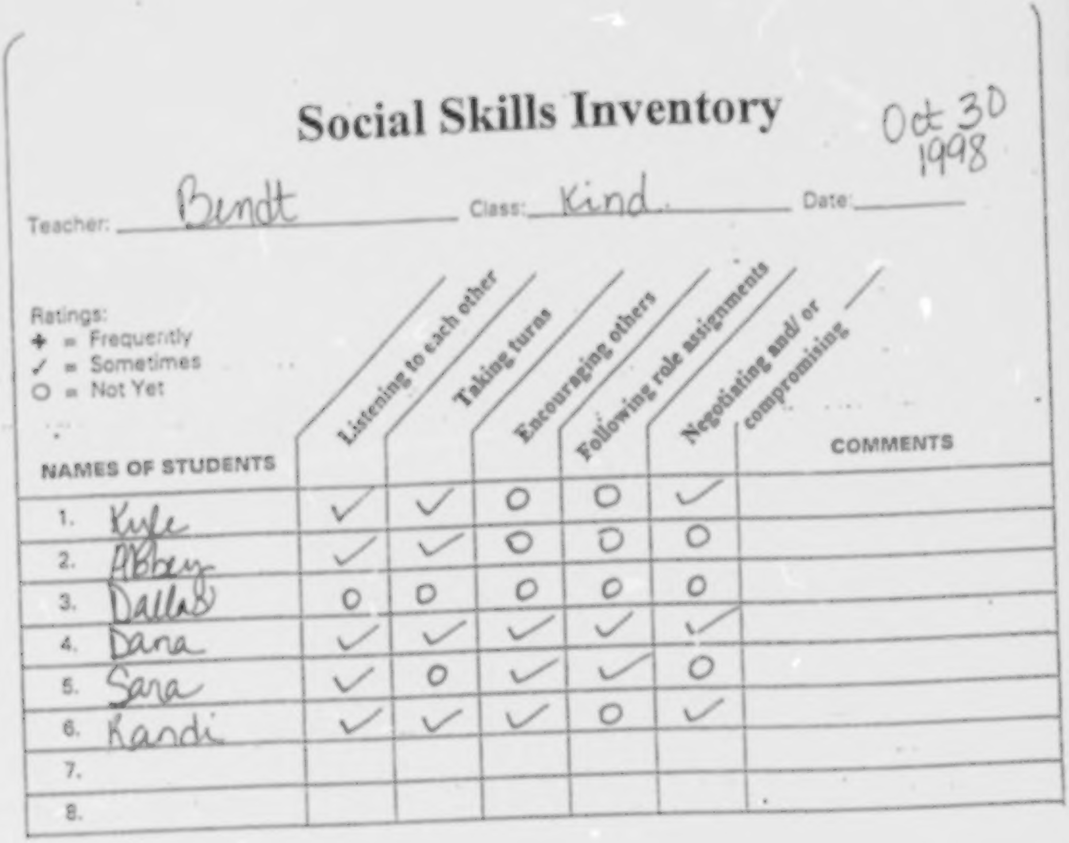
Appendix J
Completed Social Skills Inventory (Class A)



Social Skills Inventory

Teacher: Bendt Class: Kind. Date: Oct 30 1998

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Kyle	✓	✓	○	○	✓	
2. Abbey	✓	✓	○	○	○	
3. Dallas	○	○	○	○	○	
4. Dana	✓	✓	✓	✓	✓	
5. Sara	✓	○	✓	✓	○	
6. Kandi	✓	✓	✓	○	✓	
7.						
8.						

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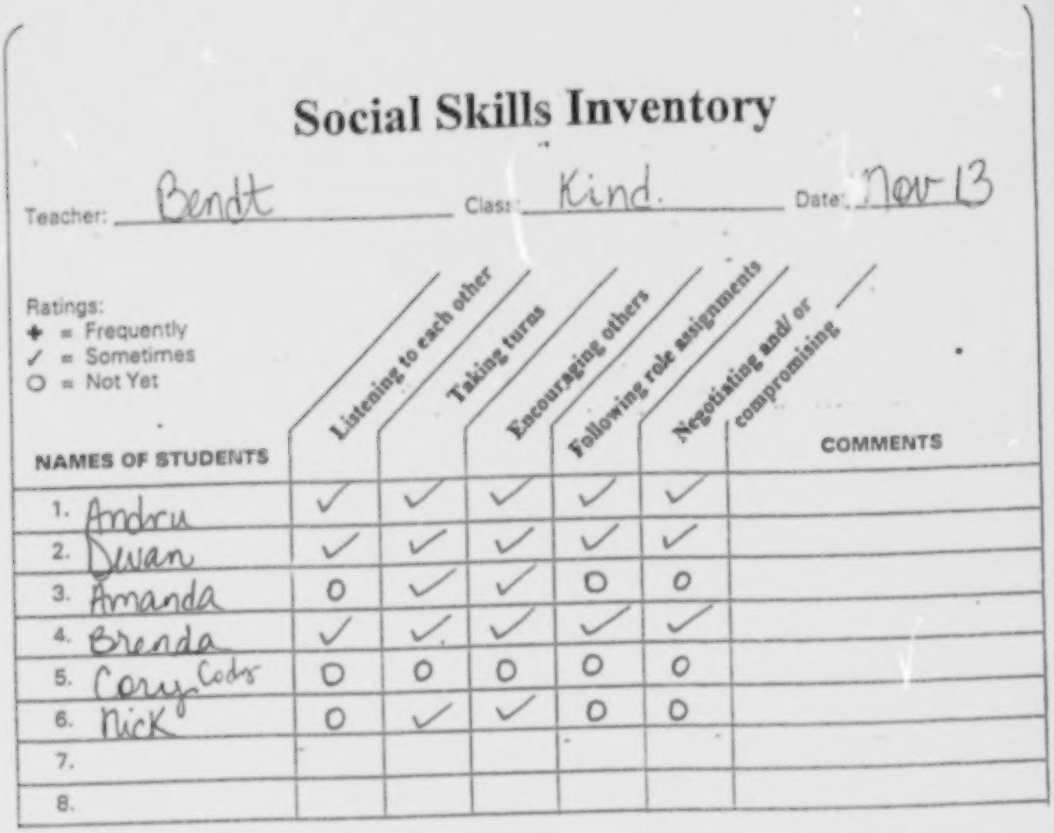
Appendix J

Completed Social Skills Inventory (Class A)



Social Skills Inventory

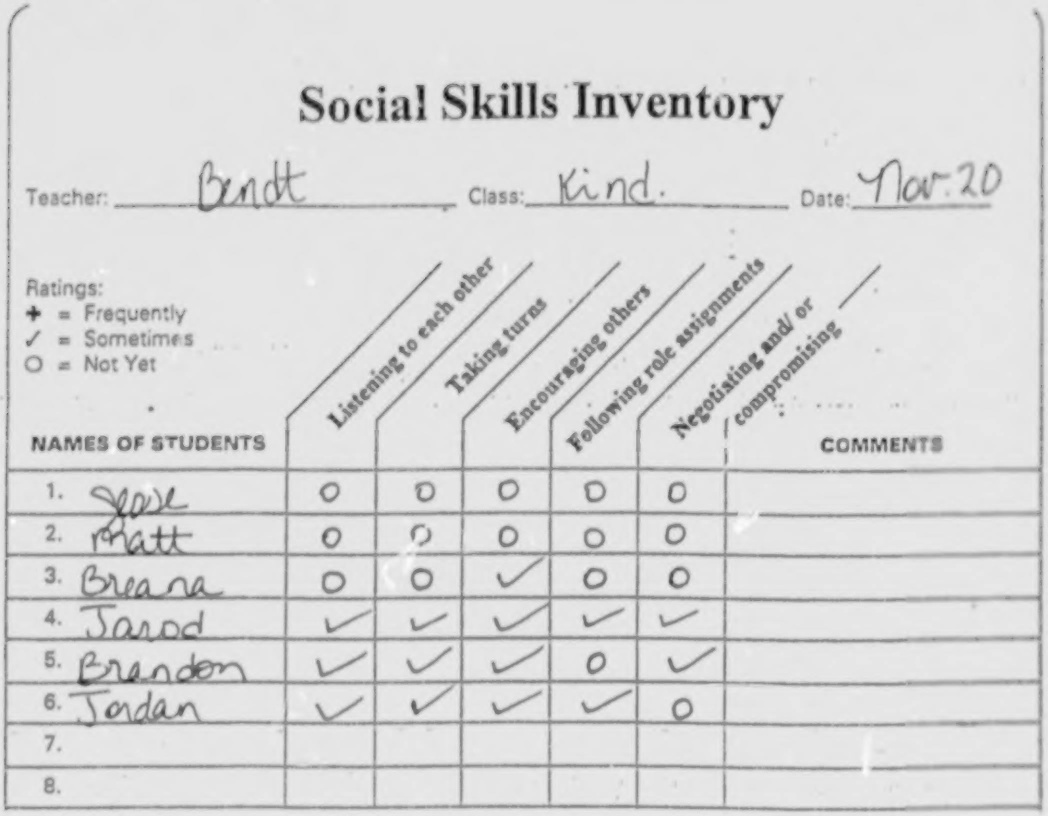
Teacher: Bendt Class: Kind. Date: Nov 13

Ratings:
✚ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Andru	✓	✓	✓	✓	✓	
2. Dwan	✓	✓	✓	✓	✓	
3. Amanda	○	✓	✓	○	○	
4. Brenda	✓	✓	✓	✓	✓	
5. Cory Cody	○	○	○	○	○	
6. Nick	○	✓	✓	○	○	
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class A)



Social Skills Inventory

Teacher: Bendt

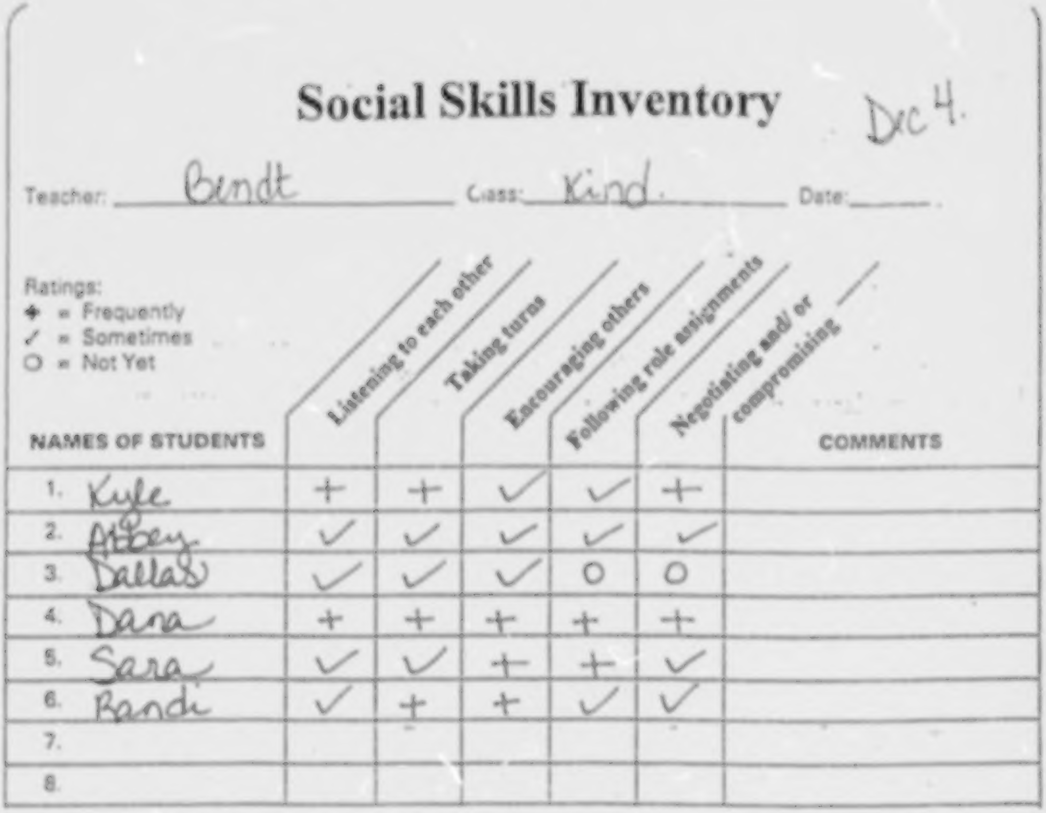
Class: Kind.

Date: Nov. 20

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Jesse	○	○	○	○	○	
2. Matt	○	○	○	○	○	
3. Breana	○	○	✓	○	○	
4. Jarod	✓	✓	✓	✓	✓	
5. Brandon	✓	✓	✓	○	✓	
6. Jordan	✓	✓	✓	✓	○	
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class A)



Social Skills Inventory

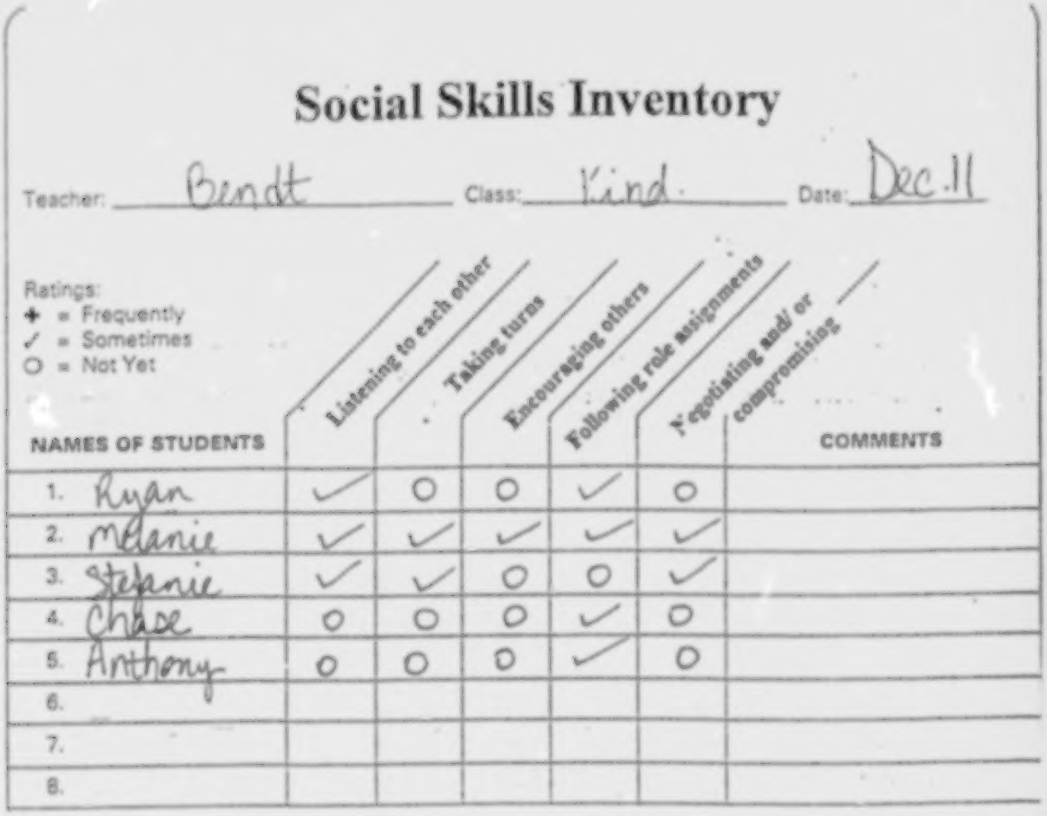
Dec 4.

Teacher: Bendt Class: Kind. Date:____

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Kyle	+	+	✓	✓	+	
2. Abbey	✓	✓	✓	✓	✓	
3. Dallas	✓	✓	✓	O	O	
4. Dana	+	+	+	+	+	
5. Sara	✓	✓	+	+	✓	
6. Randi	✓	+	+	✓	✓	
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class A)



Social Skills Inventory

Teacher: Bendt Class: Kind. Date: Dec. 11

Ratings:
✚ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Ryan	✓	○	○	✓	○	
2. Melanie	✓	✓	✓	✓	✓	
3. Stefanie	✓	✓	○	○	✓	
4. Chase	○	○	○	✓	○	
5. Anthony	○	○	○	✓	○	
6.						
7.						
8.						

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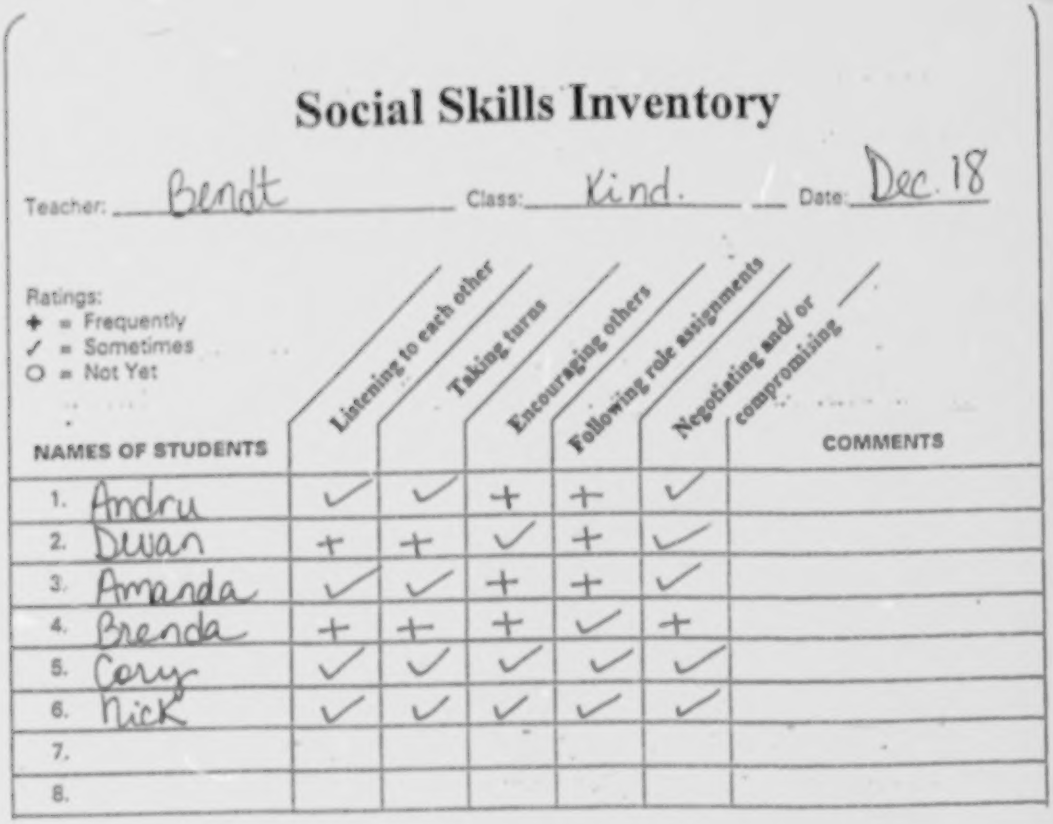
Appendix J
Completed Social Skills Inventory (Class A)



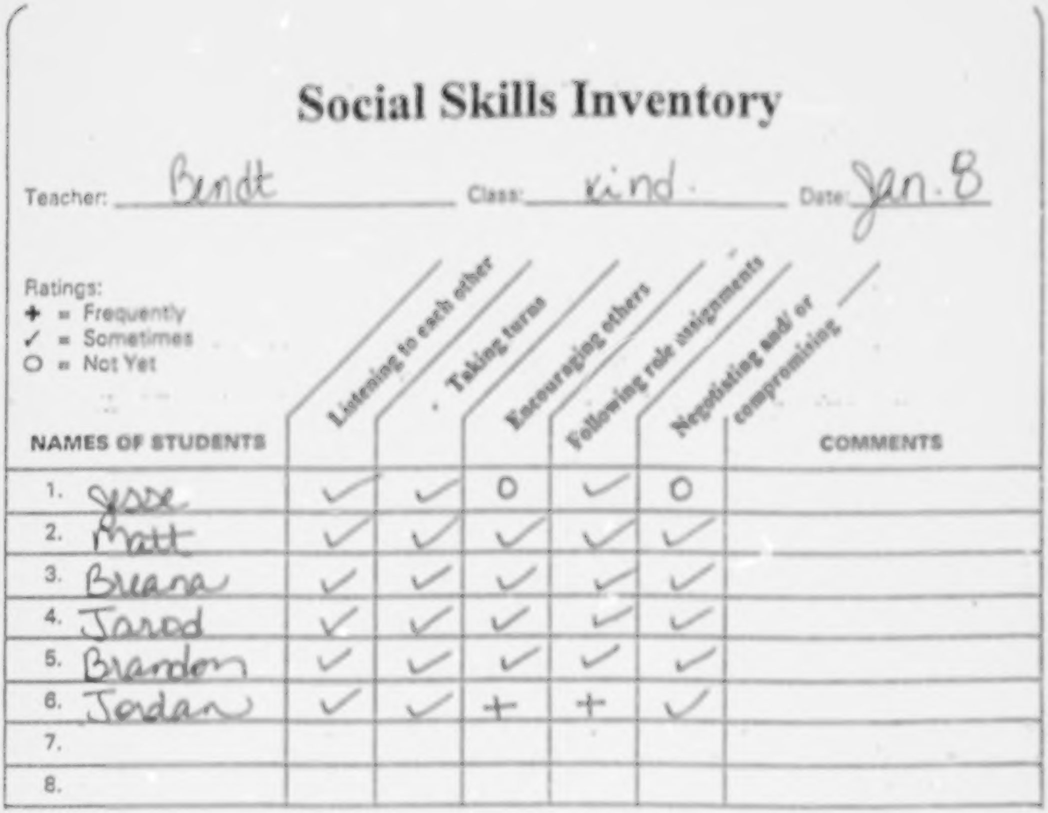
Social Skills Inventory

Teacher: Bendt Class: Kind. Date: Dec. 18

Ratings:
- + = Frequently
- ✓ = Sometimes
- ○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Andru	✓	✓	+	+	✓	
2. Dwan	+	+	✓	+	✓	
3. Amanda	✓	✓	+	+	✓	
4. Brenda	+	+	+	✓	+	
5. Cory	✓	✓	✓	✓	✓	
6. Nick	✓	✓	✓	✓	✓	
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class A)



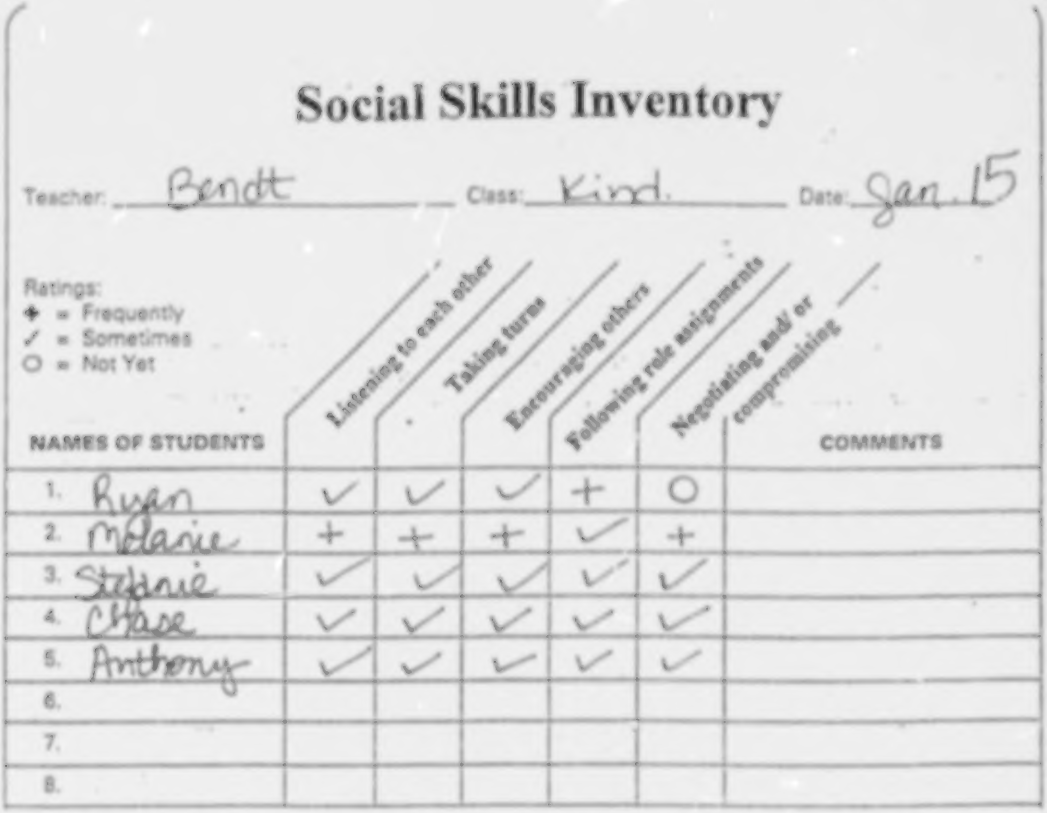
Social Skills Inventory

Teacher: Bendt
Class: kind.
Date: Jan. 8

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Jesse	✓	✓	○	✓	○	
2. Matt	✓	✓	✓	✓	✓	
3. Breana	✓	✓	✓	✓	✓	
4. Jarod	✓	✓	✓	✓	✓	
5. Brandon	✓	✓	✓	✓	✓	
6. Jordan	✓	✓	+	+	✓	
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class A)



Social Skills Inventory

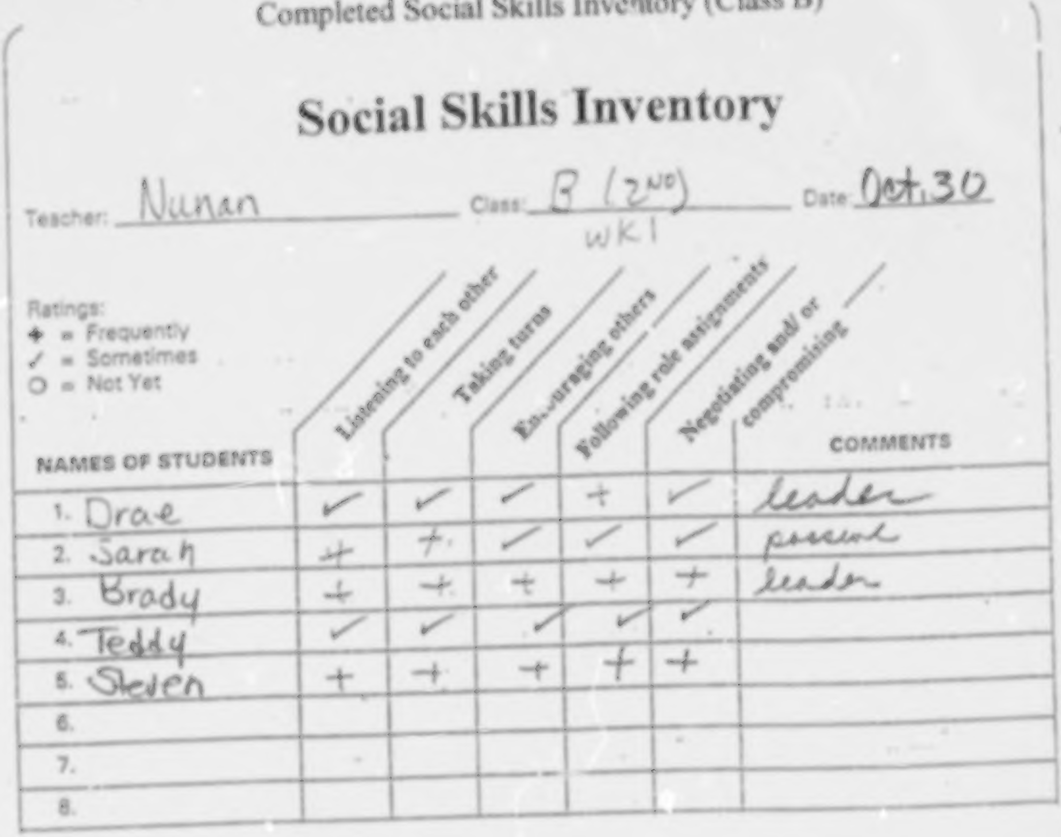
Teacher: Bendt Class: Kind. Date: Jan. 15

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Ryan	✓	✓	✓	+	○	
2. Melanie	+	+	+	✓	+	
3. Stefanie	✓	✓	✓	✓	✓	
4. Chase	✓	✓	✓	✓	✓	
5. Anthony	✓	✓	✓	✓	✓	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)



Social Skills Inventory

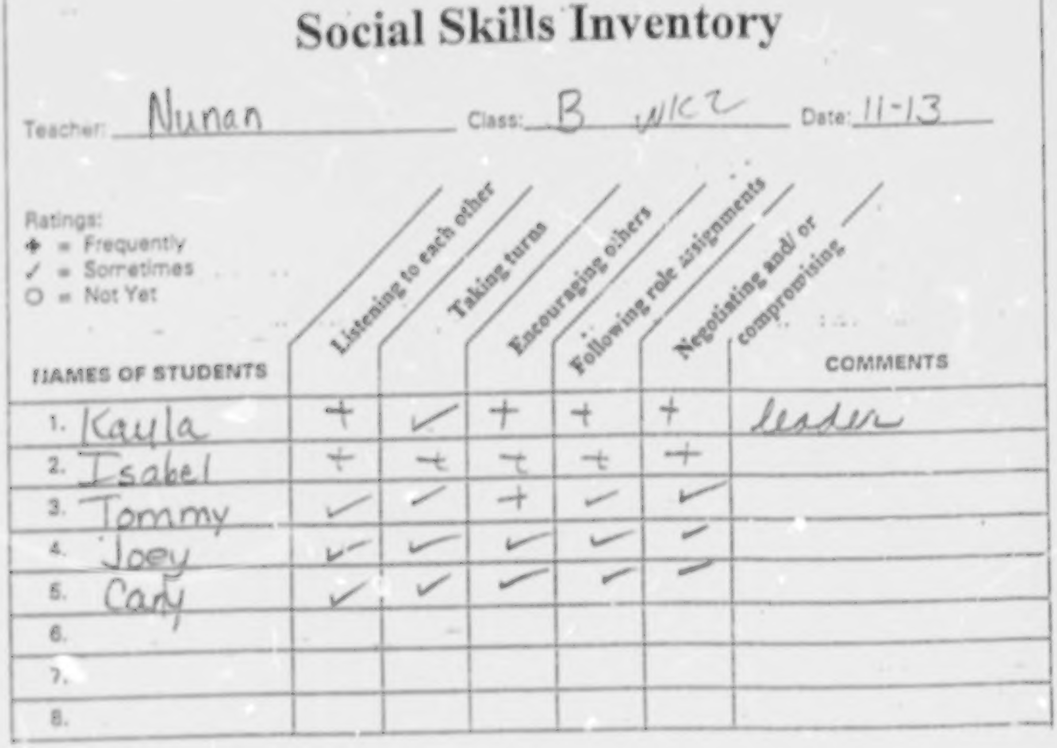
Teacher: Nunan Class: B (2ND) wk1 Date: Oct. 30

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Drae	✓	✓	✓	+	✓	leader
2. Sarah	+	+	✓	✓	✓	passive
3. Brady	+	+	+	+	+	leader
4. Teddy	✓	✓	✓	✓	✓	
5. Steven	+	+	+	+	+	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)



Social Skills Inventory

Teacher: Nunan Class: B w/K2 Date: 11-13

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Kayla	+	✓	+	+	+	leader
2. Isabel	+	+	+	+	+	
3. Tommy	✓	✓	+	✓	✓	
4. Joey	✓	✓	✓	✓	✓	
5. Cary	✓	✓	✓	✓	✓	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)

Social Skills Inventory

Teacher: Nunan Class: B wk3 Date: 11-20

Ratings:
- ✚ = Frequently
- ✓ = Sometimes
- O = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Daylyn	✓	✓	✓	✓	✓	
2. Jon	O	O	✓	O	O	
3. Ashleigh	O	✓	✓	O	O	
4. Colin	O	O	O	✓	✓	
5.						
6.						
7.						
8.						

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Appendix J
Completed Social Skills Inventory (Class B)

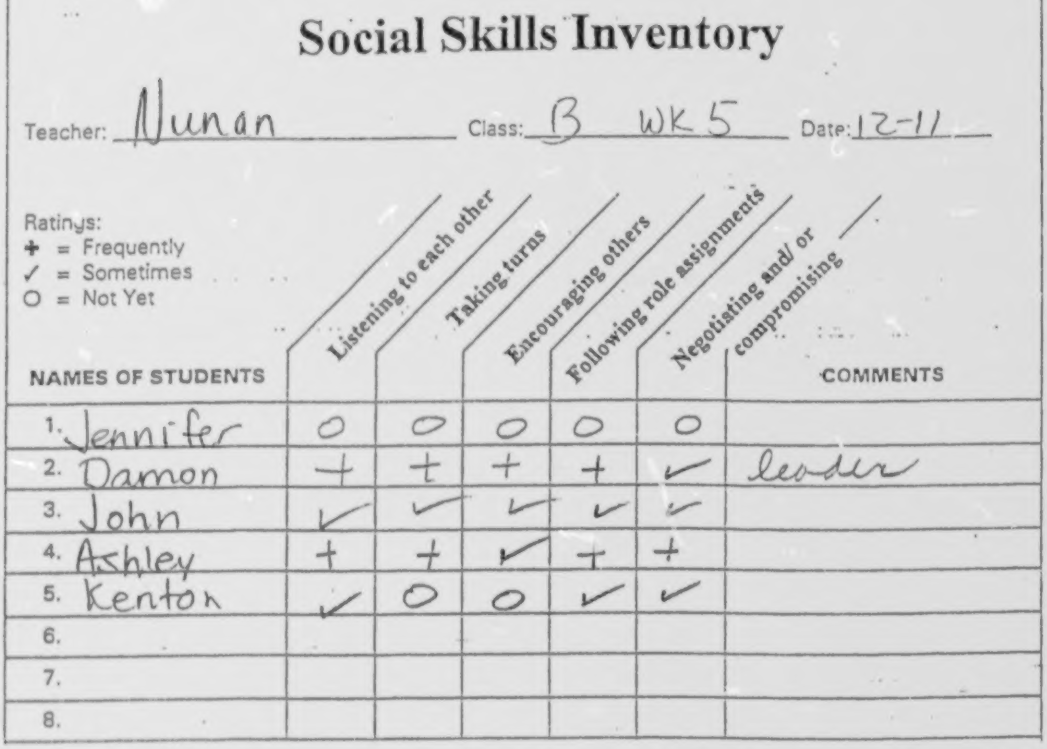
Social Skills Inventory

Teacher: Nunan Class: B wk 4 Date: 12-4

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Xochitl	+	+	+	+	+	great – leader
2. Ryan	○	○	○	○	○	
3. Renae	✓	✓	✓	✓	✓	
4. Megan	✓	✓	○	✓	✓	
5. Chris	○	✓	✓	○	○	
6.						
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class B)



Social Skills Inventory

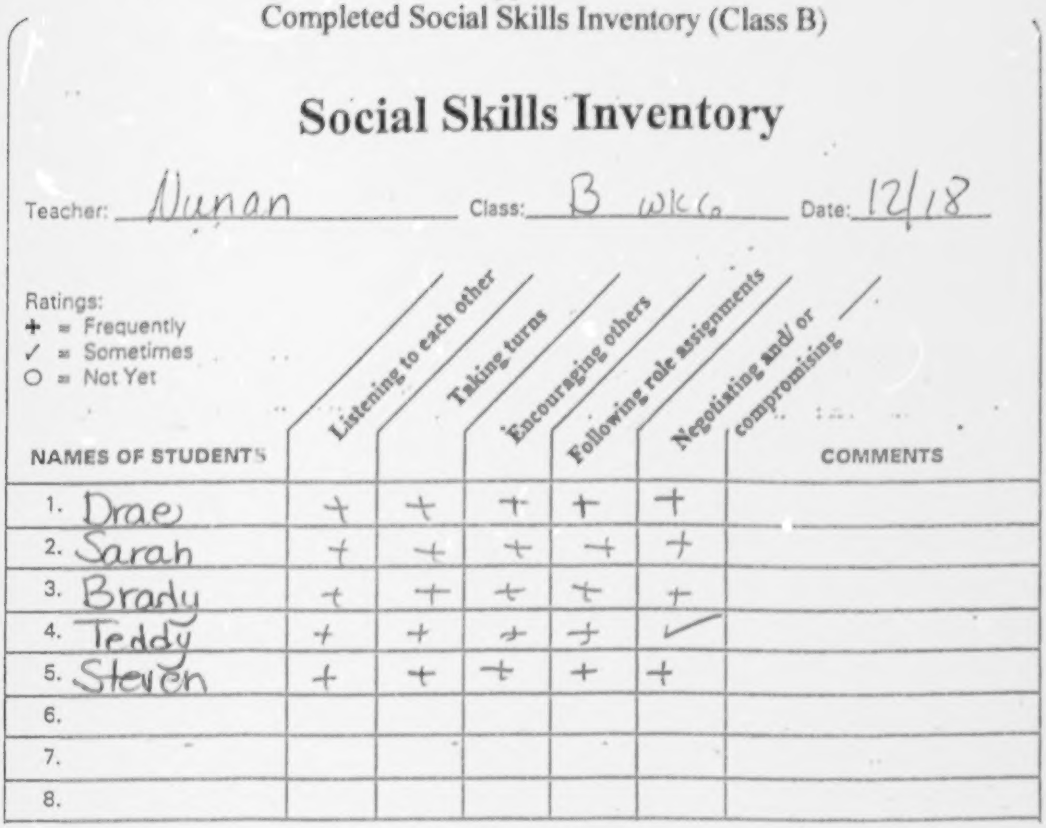
Teacher: Nunan Class: B WK 5 Date: 12-11

Ratings:
+ = Frequently
✓ = Sometimes
O = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Jennifer	O	O	O	O	O	
2. Damon	+	+	+	+	✓	leader
3. John	✓	✓	✓	✓	✓	
4. Ashley	+	+	✓	+	+	
5. Kenton	✓	O	O	✓	✓	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)



Social Skills Inventory

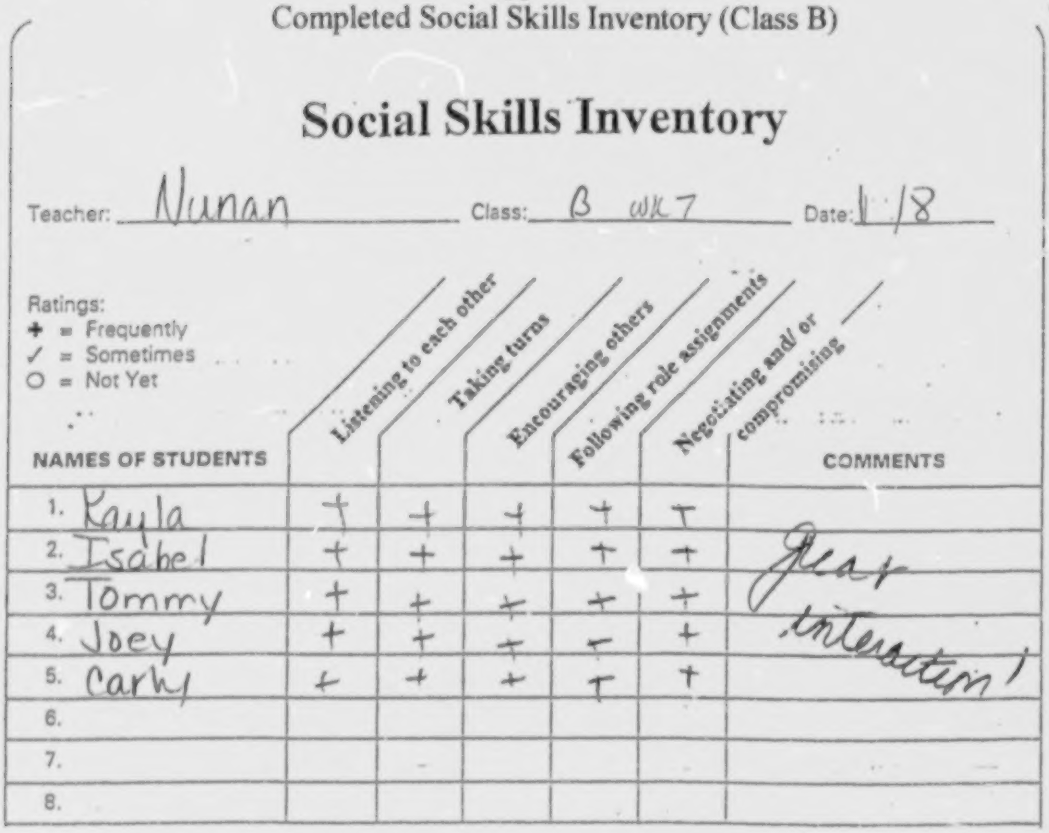
Teacher: Nunan Class: B wk6 Date: 12/18

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Drae	+	+	+	+	+	
2. Sarah	+	+	+	+	+	
3. Brady	+	+	+	+	+	
4. Teddy	+	+	+	+	✓	
5. Steven	+	+	+	+	+	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)



Social Skills Inventory

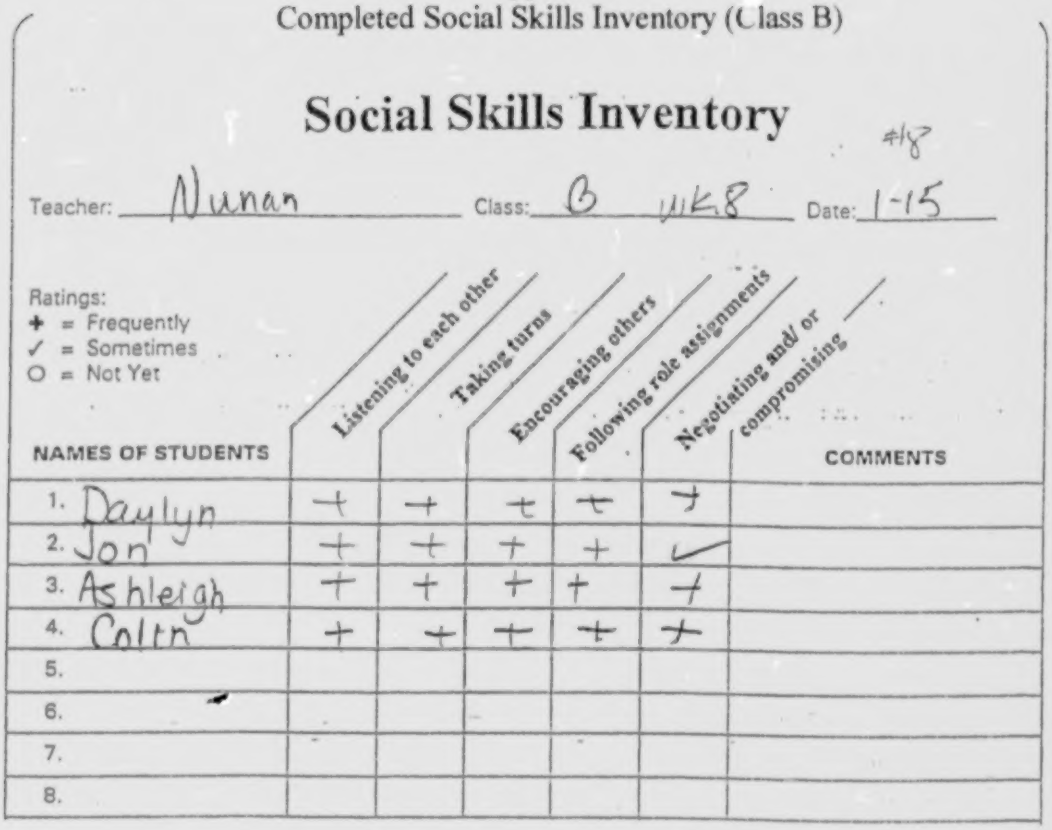
Teacher: Nunan Class: B wk 7 Date: 11/18

Ratings:
- + = Frequently
- ✓ = Sometimes
- ○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Kayla	+	+	+	+	+	
2. Isabel	+	+	+	+	+	Great interaction!
3. Tommy	+	+	+	+	+	
4. Joey	+	+	+	+	+	
5. Carly	+	+	+	+	+	
6.						
7.						
8.						

Appendix J

Completed Social Skills Inventory (Class B)



Social Skills Inventory

#18

Teacher: Nunan Class: B wk 8 Date: 1-15

Ratings:
✚ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Daylyn	+	+	+	+	+	
2. Jon	+	+	+	+	✓	
3. Ashleigh	+	+	+	+	+	
4. Colin	+	+	+	+	+	
5.						
6.						
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class B)

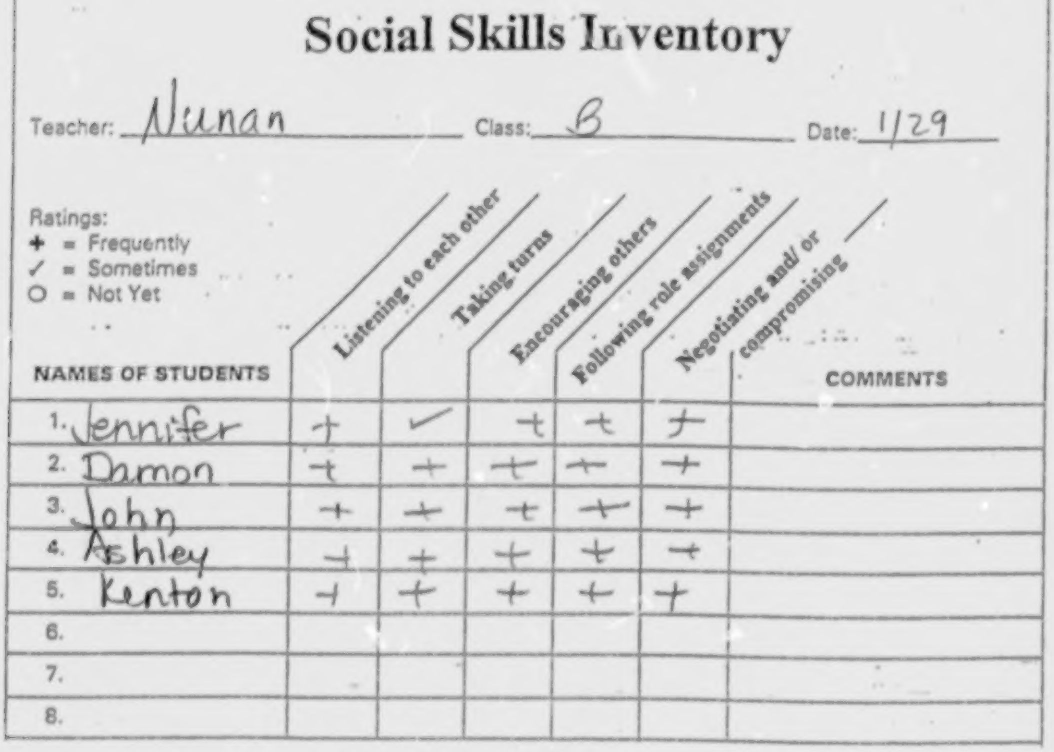
Social Skills Inventory

Teacher: Nunan Class: B wk 9 Date: 1/22

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Xochitl	+	+	+	+	+	
2. Ryan	+	+	+	+	✓	
3. Renae	+	+	+	+	+	
4. Megan	+	+	+	+	+	
5 Chris	+	+	+	+	+	
6.						
7.						
8.						

Appendix J
Completed Social Skills Inventory (Class B)



Social Skills Inventory

Teacher: Nunan Class: B Date: 1/29

Ratings:
+ = Frequently
✓ = Sometimes
○ = Not Yet

NAMES OF STUDENTS	Listening to each other	Taking turns	Encouraging others	Following role assignments	Negotiating and/ or compromising	COMMENTS
1. Jennifer	+	✓	+	+	+	
2. Damon	+	+	+	+	+	
3. John	+	+	+	+	+	
4. Ashley	+	+	+	+	+	
5. Kenton	+	+	+	+	+	
6.						
7.						
8.						

Appendix J
Weekly Class Master List for Social Skills Inventory

Weekly Class Master List for Social Skills Inventory

Week ______ Class _______

Listening to each other ____________________
frequently sometimes not yet

Taking turns ____________________
frequently sometimes not yet

Encouraging others ____________________
frequently sometimes not yet

Following role assignments ____________________
frequently sometimes not yet

Negotiating and/or compromising ____________________
frequently sometimes not yet

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Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 1 Oct 30 **Class** Kind. 1st obser.

	frequently	sometimes	not yet
Listening to each other	0	5	1
Taking turns	0	4	2
Encouraging others	0	3	3
Following role assignments	0	2	4
Negotiating and/or compromising	0	3	3

Kyle
Abbey
Dallas
Dana
Sara
Randi

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 2 **Class** Nov 13 Kind. 1st obsrv

	frequently	sometimes	not yet
Listening to each other	0	3	3
Taking turns	0	5	1
Encouraging others	0	5	1
Following role assignments	0	3	3
Negotiating and/or compromising	0	3	3

Andru
Duan
Amanda
Brenda
Cody
Nick

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Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 3 Nov. 20 **Class** Kind. 1st observ.

	frequently	sometimes	not yet
Listening to each other	0	3	3
Taking turns	0	3	3
Encouraging others	0	4	2
Following role assignments	0	2	4
Negotiating and/or compromising	0	2	4

Jesse
Matt
Breana
Jarod
Brandon
Jordan

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 4 Dec. 4 **Class** Kind. 2nd obsrv.*

	frequently	sometimes	not yet
Listening to each other	2	4	0
Taking turns	3	3	0
Encouraging others	3	3	0
Following role assignments	2	3	1
Negotiating and/or compromising	2	3	1

Kyle
Abbey
Dallas
Dana
Sara
Randi

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 5 Dec. 11 **Class** Kind. 1st observ.

	frequently	sometimes	not yet
Listening to each other	0	3	2
Taking turns	0	2	3
Encouraging others	0	1	4
Following role assignments	0	4	1
Negotiating and/or compromising	0	2	3

Ryan
Melanie
Stefanie
Chase
Anthony

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 6 Dec. 18. **Class** Kind. 2nd observ.

	frequently	sometimes	not yet
Listening to each other	2	4	0
Taking turns	2	4	0
Encouraging others	3	3	0
Following role assignments	3	3	0
Negotiating and/or compromising	1	5	0

Andrew
Devan
Amanda
Brenda
Cory
Nick

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 7 8 Jan. 8 **Class** Kind. 2nd observ.

	frequently	sometimes	not yet
Listening to each other	0	6	0
Taking turns	0	6	0
Encouraging others	1	4	1
Following role assignments	1	5	0
Negotiating and/or compromising	0	5	1

Jesse.
Matt
Breana
Jarod
Brandon
Jordan

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class A)

Weekly Class Master List for Social Skills Inventory

Week 8 1/15 **Class** Kind. 2nd observation

	frequently	sometimes	not yet
Listening to each other	1	4	0
Taking turns	1	4	0
Encouraging others	1	4	0
Following role assignments	1	4	0
Negotiating and/or compromising	1	3	1

Ryan
Melanie
Stef
Chase
Anthony

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 1 Oct. 30 Class B

	frequently	sometimes	not yet
Listening to each other	3	2	0
Taking turns	3	2	0
Encouraging others	2	3	0
Following role assignments	3	2	0
Negotiating and/or compromising	2	3	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 2 Nov. 13 Class B

	frequently	sometimes	not yet
Listening to each other	2	3	0
Taking turns	1	4	0
Encouraging others	3	2	0
Following role assignments	2	3	0
Negotiating and/or compromising	2	3	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 3 11/20 **Class** B

	frequently	sometimes	not yet
Listening to each other	0	1	3
Taking turns	0	2	2
Encouraging others	0	3	1
Following role assignments	0	2	2
Negotiating and/or compromising	0	2	2

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Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 11-4 **Class** B

	frequently	sometimes	not yet
Listening to each other	1	2	2
Taking turns	1	3	1
Encouraging others	2	1	2
Following role assignments	1	2	2
Negotiating and/or compromising	1	2	2

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 5 **Class** 12/11

	frequently	sometimes	not yet
Listening to each other	2	2	1
Taking turns	2	1	2
Encouraging others	1	2	2
Following role assignments	1	2	2
Negotiating and/or compromising	1	3	1

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 6 **Class** 12/18

	frequently	sometimes	not yet
Listening to each other	5	0	0
Taking turns	5	0	0
Encouraging others	4	0	0
Following role assignments	5	0	0
Negotiating and/or compromising	4	1	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 7 **Class** B

1/8

	frequently	sometimes	not yet
Listening to each other	5	0	0
Taking turns	5	0	0
Encouraging others	5	0	0
Following role assignments	5	0	0
Negotiating and/or compromising	5	0	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 8 **Class** B
1/15

	frequently	sometimes	not yet
Listening to each other	5	0	0
Taking turns	5	0	0
Encouraging others	5	0	0
Following role assignments	4	0	0
Negotiating and/or compromising	4	1	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 9 1/22 **Class** B

	frequently	sometimes	not yet
Listening to each other	5	0	0
Taking turns	5	0	0
Encouraging others	5	0	0
Following role assignments	5	0	0
Negotiating and/or compromising	4	1	0

Appendix J
Weekly Totals of Completed Social Skills Inventory (Class B)

Weekly Class Master List for Social Skills Inventory

Week 10 **Class** B
1/29

	frequently	sometimes	not yet
Listening to each other	4	0	0
Taking turns	3	1	0
Encouraging others	4	0	0
Following role assignments	4	0	0
Negotiating and/or compromising	5	0	0

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Appendix K
Peer Mentoring Lesson

Pretend Paper Pizza Project

Peer Mentoring Activity (Kindergarten and Second Grades)

Procedure:

1. Discuss with classes what good listening looks like, feels like, and sounds like. Make a T-chart.
2. Explain that we are going to make a pizza for Mr. P. Discuss other things that Mr. P would like about this activity (eg. Project with partners, principal is watching, etc.)
3. Display the words to the song on overhead and sing together.
4. Brainstorm together verbs that could fit in this sentence: "I can _____ pizza."
5. Discuss the appropriate way to work with a partner. (sharing, taking turns, encouraging each other, etc.)
6. Explain project.

- We are making a pretend paper pizza with partners.
- The recipe is on the overhead.
- We will do one ingredient at a time.
- The pieces should be correctly colored with a partner: Sausage-brown; mushrooms-brown; pepperoni-red; onions-white; green peppers-green; tomato-red; cheese-bits of yellow yarn.
- The pieces should then be cut out.
- Go back and recount the pieces according to the recipe.
- The pieces should then be glued onto the pizza.
- Second graders will answer the attached questions (problem solving) while looking at the recipe.
- Celebrate the finished product! Hold the pizzas and sing the song again.

7. Give each partner group an opportunity to reflect on the project.("How did you work together? Did you hear any encouraging words? What would you do differently?")

Appendix K
Peer Mentoring Lesson

Pretend Paper Pizza Project

Name ______________________________

1. Which ingredients have odd amounts?

____

____

____

2. Which ingredients have even amounts?

____

____

____

3. How many more sausages would you need to make 13? ____________
4. How many more mushrooms would you need to make 10? _____________
5. How many more pieces of pepperoni would you need to make 11? _________________
6. How many more pieces of onion would you need to make 6? ________________
7. How many more pieces of green pepper would you need to make 8? ______________
8. How many more pieces of tomato would you need to make 6? ________________
9. EXTRA CREDIT: How many ingredients are there IN ALL?________________

Appendix K
Peer Mentoring Lesson

PIZZA!

(Sing to the tune of "Bingo")

There's something round we love to eat
And we know how to make it.
Pretend paper pizza
Pretend paper pizza
Pretend paper pizza
And we know how to make it!

It looks so pretty, we are so proud
Cuz our **pizza** is **perfect.**
P - I - Z - Z- A
P - I - Z - Z- A
P - I - Z - Z- A
We wish that we could eat it!

Appendix K
Peer Mentoring Lesson

Recipe for Pretend Paper Pizza

10 pieces of sausage

8 mushrooms

7 pieces of pepperoni

5 pieces of onion

4 pieces of green pepper

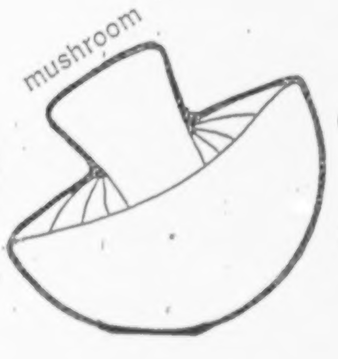
3 pieces of tomato

Add bits of yarn for the cheese

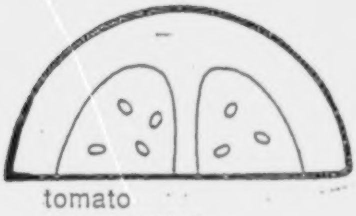
YUM YUM!

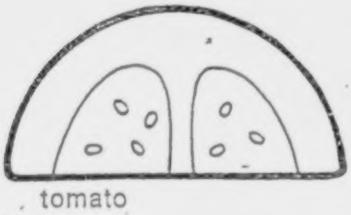
- Do one ingredient at a time
- Color the correct number needed
- Cut them out
- Recount and double check recipe
- Glue onto pizza
- Repeat these steps with the next ingredient

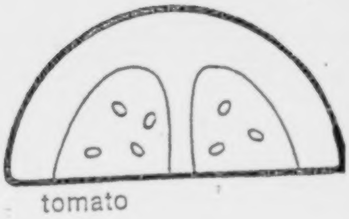
Appendix K
Peer Mentoring Lesson

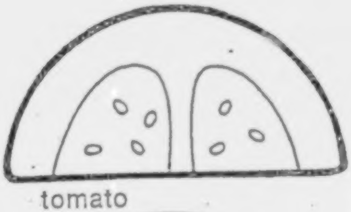


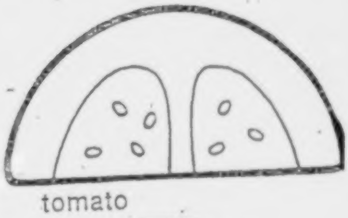
Appendix K
Peer Mentoring Lesson

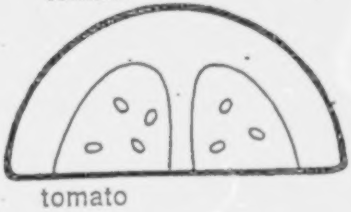


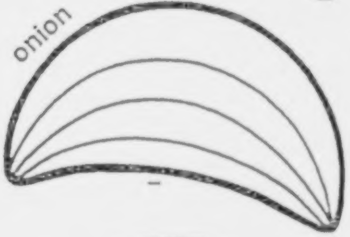


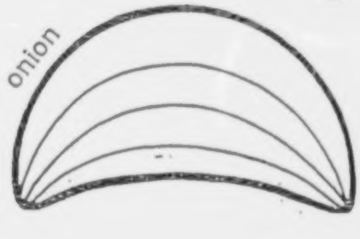




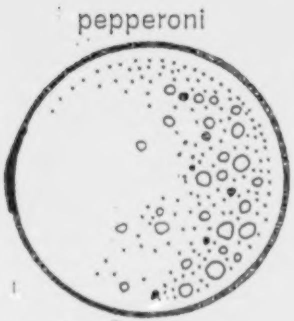


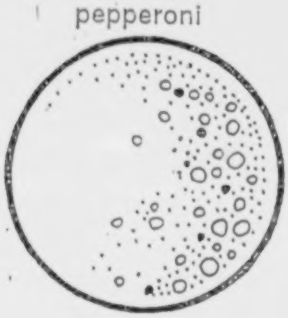


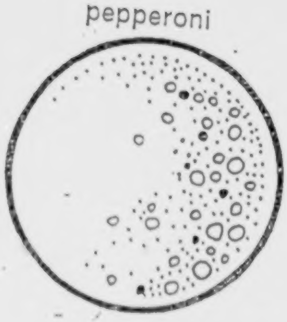


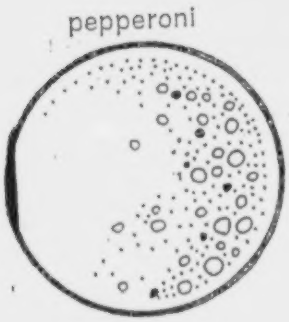


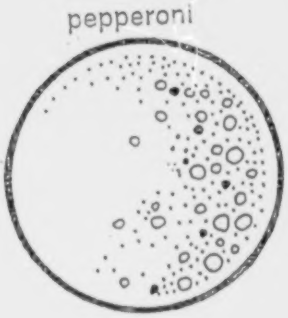
Appendix K
Peer Mentoring Lesson

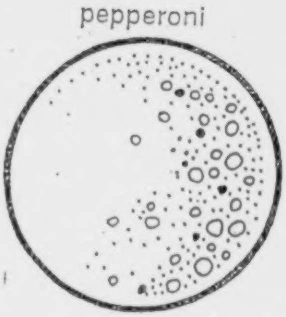


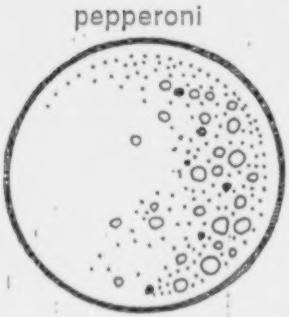


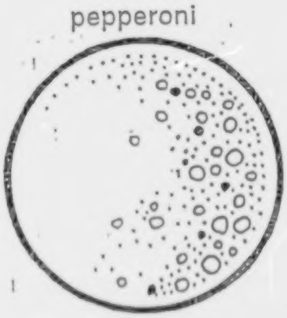


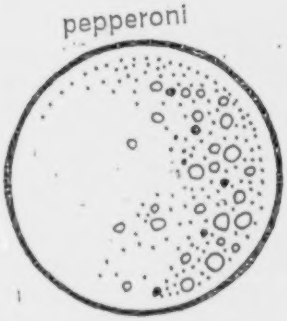


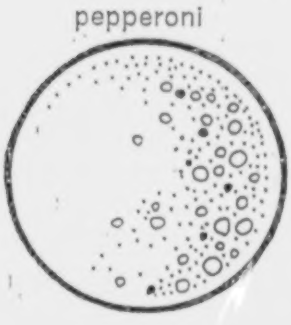


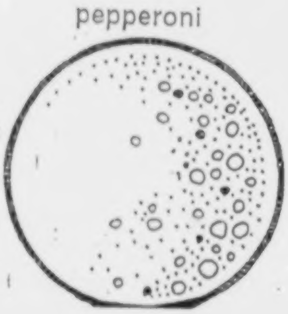


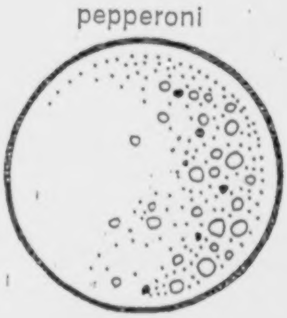




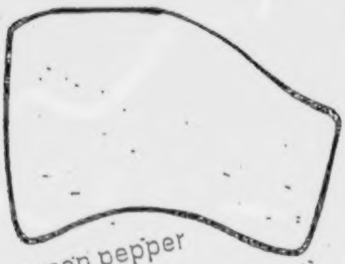








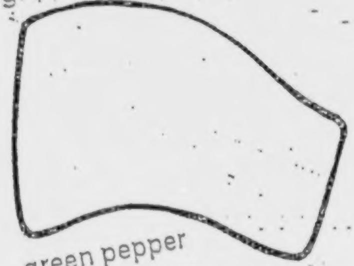
Appendix K
Peer Mentoring Lesson


green pepper

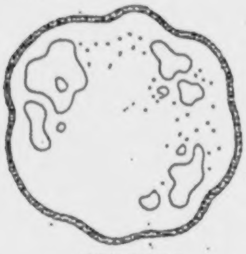
green pepper

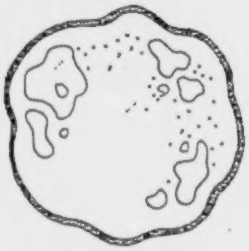
green pepper

green pepper


green pepper

green pepper


sausage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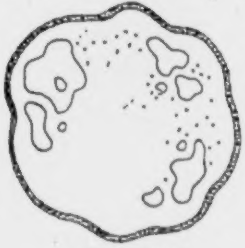
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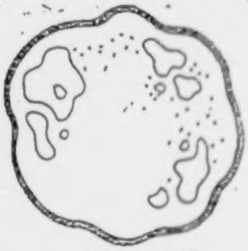
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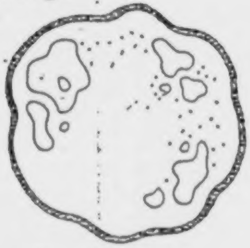
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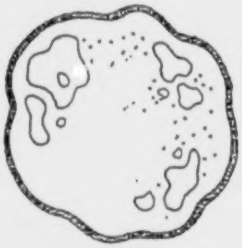
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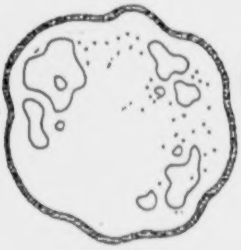
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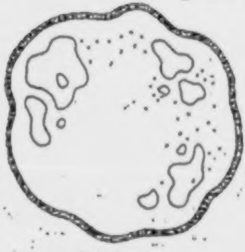
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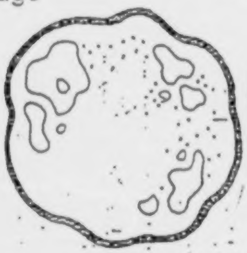
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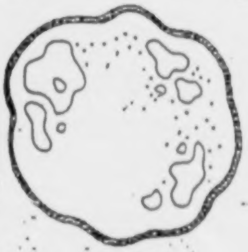
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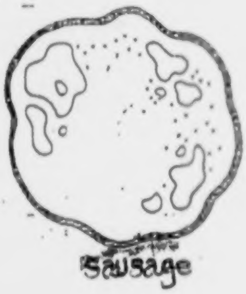
sausage

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Appendix L
Multiple Intelligences Unit (Class A)

Multiple Intelligence Unit

Lori Bendt

Verbal/Linguistic Activities

1. Read: If You Give a Mouse a Cookie to the class. Brainstorm ideas of what students might ask for if you gave them a cookie. Record answers on chart paper. Make a class book based on the story.
   Example:
   If you give (student fills in their own name) a cookie,
   On this page, students trace a circle on brown construction paper, and cut it out. Next, they glue the cookie shape onto their page. Then, they finger paint chocolate chips onto their cookie, and place it in the hall to dry.
   The second page will be given to students by the teacher. The page they will get will depend on whether they are a boy or girl.
   Example:
   (Boy page) **he** is going to ask you for (teacher fills in student response).
   (Girl page) **she** is going to ask you for (teacher fills in student response).
   To illustrate this page, students will draw a self-portrait including whatever it was they asked for.
   The teacher will be responsible for organizing the pages and binding them together in book form. Approximately six students per book.
   See example: enclosed

2. The class will brainstorm words that begin with the letter **"M"**, and the teacher will write those words on a **GIANT "M"** which will have been previously taped to the chalkboard. The students will break into cooperative groups of five selected by the teacher. One student in each group will be the recorder. The cooperative groups will work together to decide on their three favorite "M" words from our list. The paper passer will pass out students' individual journals. Each cooperative group will take turns telling the class their three favorite words. As the groups share their words, I will write them on the overhead, and the students will write them in their journals. If more than one group selects the same word, we will acknowledge it by placing a tally mark beside that word. We may draw a picture by a word to help us remember it. For example, if one of the words a group selects is mouse, we may draw a simple mouse beside the word. When we are done, we will go back and discuss which words were the most popular, and how we figured that out.

Appendix L
Multiple Intelligences Unit (Class A)

3. Read: If You Give a Moose a Muffin, and discuss the similarities and differences between this story and the story: If You Give a Mouse a Cookie.

4. Read: One Hungry Monster, and discuss the "**m**"anners the monster had. Discuss what a "**m**"oral is in a story. Explain that a moral is a lesson. Discuss the moral of this story, or what was the lesson the monster learned, if any. Explain your answer.

5. Read: M&M Book. Color your own M&M Book and read it to a partner. **Sample enclosed.**

6. Have Ronald McDonald come to our school to do his program on morals and character. Prior to Ronald's visit, review what a moral of a story means. Explain to children that morals can also be things that people have depending on the choices they make. A person who has good morals makes good choices, and people who make poor choices don't have morals. Give the children several examples. For example, a person who tells the truth instead of telling a lie would have good morals.

Logical/mathematical Activities

1. Each student will receive a Ziploc bag with ten M&M's and ten marshmallows inside and a patterning worksheet (see attachment). The class will practice patterning and counting activities with the real M&M's and marshmallows. Then, students will use pencils to complete the worksheet. The students will use their real treats to figure out the answers to these questions:
   How many M&M's and marshmallows in all?
   How many groups of 2 in 20?
   How many groups of 5 in 20?
   How many groups of 10 in 20?
   Once students finish their tasks, they may eat their treats.
   When students are done with their work, we will take a vote on our favorite way to count. Was it by 1's, 2's, 5's, or 10's? Make a human graph, and record the results on the chalkboard. Discuss which group came in first place, second place, third place, and fourth place.

2. Make a heart into mouse by following directions and sequencing the

Appendix L
Multiple Intelligences Unit (Class A)

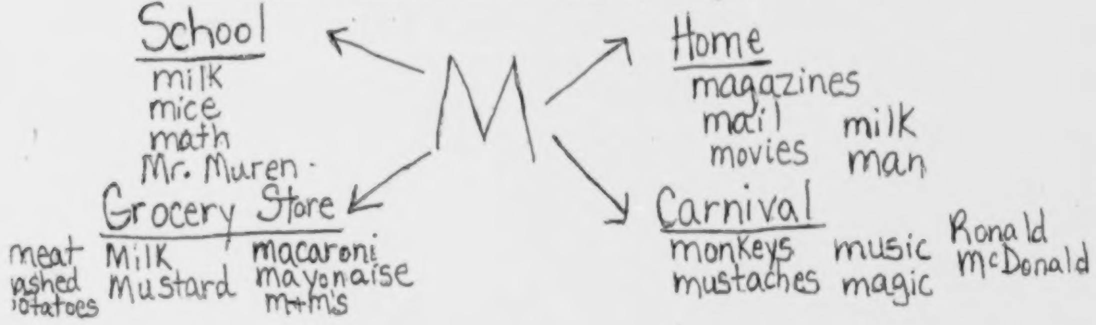
steps.

a. Cut out traced heart
b. Fold the heart in half, and glue the halves together.
c. Set the heart in front of you so the flat side is at the bottom. The point of the heart should be facing to the left and the hump should be on the right.
d. Cut out a small heart, and glue it on for the ear.
e. Color in nose at the pointed end, and add whiskers.
f. Glue on wiggle eye.
g. Glue on a yarn tail.
h. (Optional) May add glitter "M" on the body for detail.

3. Use the felt board and pre-made felt shaped M&M's for activities that correspond with the M&M Book. The book asks students to use the M&M's to make shapes, patterns, and to count.

4. Use the overhead and overhead money to practice a variety of mathematical concepts. For example, counting money, patterning money, exchanging money (10 pennies=1 dime, 2 nickels=1 dime, etc…) The students will complete a money worksheet so I can assess trouble spots for students.

5. Cooperative groups of five (determined by the teacher) work together to create a mind map using **only "M" words** to practice their thinking skills, categorizing skills, and spelling skills. Each group will receive a large piece of bulletin board paper with a big "M" in the middle and four arrows, one pointing to each corner. Each corner will be labeled. The first one will be labeled **Home**, next, **Carnival,** next, **Grocery Store**, and last, **School**. In each group, there is one encourager, and the other four students will be responsible for recording answers under one of the four categories. The students in each group will try to think of "M" words that would fit under each heading. For example, what are some "M" things at home: magazines, mail, movies. See one group example:


School
milk
mice
math
Mr. Muren
M
Home
magazines
mail
movies
milk
man
Grocery Store
meat
ashed
otatoes
Milk
Mustard
macaroni
mayonaise
m+m's
Carnival
monkeys
mustaches
music
magic
Ronald
McDonald

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Appendix L
Multiple Intelligences Unit (Class A)

Visual/Spatial Activities

1. Students will illustrate their 2 pages for our class book If You Give a Mouse a Cookie. This activity was explained earlier.

2. Students will color a monster behind the door to correspond with the One Hungry Monster story. **See attached example**.

3. The whole class will participate in making a Venn diagram of the similarities and differences in the two stories we read:
   If You Give a Mouse a Cookie
   If You Give a Moose a Muffin.

4. Make a paper plate monkey at center time. **See example**.

5. Cooperative groups of five (student choice) work together to create a map of Letter People Land. The map must include:
   Mr. M's house
   Library
   McDonalds
   School
   Bank
   Park
   Grocery Store
   Gas Station
   Mall
   Roads from place to place
   Students can include anything else the group agrees upon.

   These places must be labeled on the map.

6. Students will complete the Missing Mouse Mitten Match worksheet activity. **See enclosed example**.

Bodily/Kinesthetic Activities

1. Act out the Five Little Monkeys finger-play. This activity will

Appendix L
Multiple Intelligences Unit (Class A)

correspond with the paper plate monkeys we will make.
This poem will be typed out for the students to attach to their monkeys.
Five little monkeys swinging in the trees, teasing Mr. Alligator, can't catch me. Along comes Mr. Alligator, hungry as can be, and he snapped that monkey right out of that tree. Repeat verse with four, three, two, and one.

2. Students will color a picture of Mr. M, and glue colorful macaroni, previously dyed by the teacher with alcohol and food coloring, to the "M" on Mr. M's body. The students may choose to glue the macaroni in a pattern or some other creative design.

3. The teacher thinks of a list of "M" words for students to pantomime. For example, mouse, moose, monkey, mustache, mailman, etc...
The students form cooperative groups of five (student choice). One student from each group is the actor, and the other four are the "guessers". The actors from each group come over by the teacher, and I give them the word they are to act out. We quickly brainstorm ideas, and they go back to their groups to begin. The other four take turns calling out answers until someone guesses correctly. Once all the groups have a chance to guess, the next group of actors come to the teacher to get their word. Every group member will have a chance to act at least once.

4. There will be a center set up for the week to resemble McDonalds. Prior to setting up the center, the teacher will go to McDonalds to get French fry containers, hamburger and fish fillet wrappers, cups, sacks, napkins, straws, and uniforms/hats. The classroom cash register, money, pretend food and condiments, and a sign saying McDonalds will be used. During center time, the children will have the opportunity to pretend to work, order, and eat at the restaurant.

5. The teacher will set up a magnet center for the week. The center will include a variety of magnets(horseshoes, wands, marbles, etc...), magnetic objects to match worksheet, non-magnetic objects to match worksheet. Students will use magnets to classify objects according to whether they are magnetic or non-magnetic. Students will cut items apart on the worksheet and glue them onto a yes column/no column worksheet. **See attached example**.

Appendix L
Multiple Intelligences Unit (Class A)

6. The students will have an opportunity to sew a mitten that was prepared for them by the teacher.

Musical/Rhythmical Activities

1. Teach students to do the "Macarena".
2. Sing the finger-play: Five Little Monkeys.
3. Sing the Mr. M song.
4. Sing the money song: "One Penny is Just a Penny".
5. Sing the "Months of the Year" song. Discuss which months begin with the letter "M" (March and May). Does anyone have a birthday during these months?

Interpersonal Activities

1. All of the cooperative activities discussed earlier.
2. Students will role-play appropriate manners and/or morals with a partner. The students will select a partner. The teacher will give one of the students a situation to role-play. They will discuss this with their partner and begin to role-play with one another. Some sample situations follow:
    a. Someone would like to play with your toy.
    b. Someone is talking, but you have something to say.
    c. Someone broke something that didn't belong to him.
    d. Someone would like to join in your game.
    e. Someone would like some more dessert.
3. Students will play the Memory Game at a center.
4. Students will play the Mitten Matching Game at a center.
5. Students will participate in a Mystery Bag Game we will play together as a class. Prior to the game, the teacher gets a pillowcase and fills it with items. Some of the items begin with the letter "M", and some of the

Appendix L
Multiple Intelligences Unit (Class A)

items do not. The teacher selects a volunteer to come and pick an item out of the bag. He/she has to show the item to the class, say what it is, and whether or not it begins with the letter "M". The "yes" items go inn one pile, and the "no" items go in another pile. At the end of the game, when everyone has had a turn, count to see which pile had MORE items.

Intrapersonal Activities

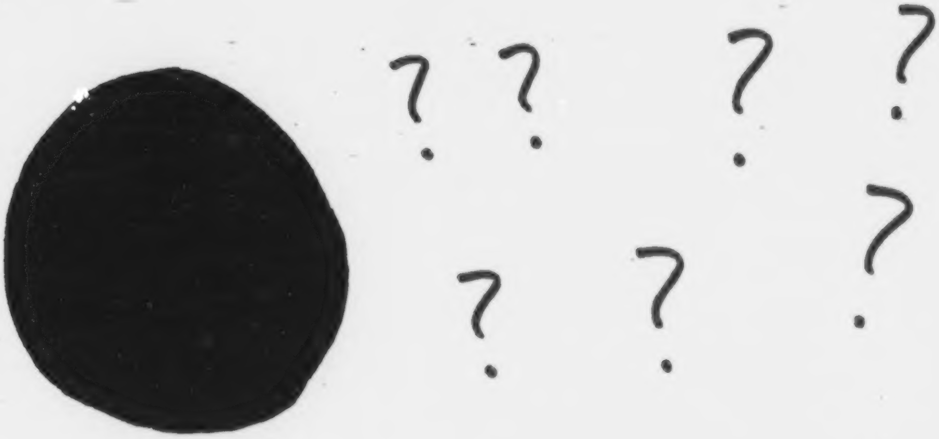
1. Students will reflect on their rugs about being mannerly and moral.
2. Students will reflect about their favorite activity this week. They will draw a picture of this activity for their portfolio.
3. Students will type on the computer about their favorite part of the McDonalds center in our room. Did you like pretending to work at McDonalds, or did you like pretending to order and eat at McDonalds? Why?
4. Students will reflect about the variety of activities they participated in throughout the week. What did all the activities have in common?

Naturalist Activities

1. Take a field trip to the zoo. Pay particular attention to the **monkeys**.
2. Ask students to study the **moon**. Look at the moon at night. What shape is it? What other things do you notice about the moon? The next day, record student observations on chart paper.
3. Take a walk outside with your **mom**. Students should share things they learned about this week that have to do with the letter "M".

Appendix L
Multiple Intelligences Unit (Class A)

What We'll
Ask For If
You Give Us
A Cookie.....



If you give ________ a cookie.

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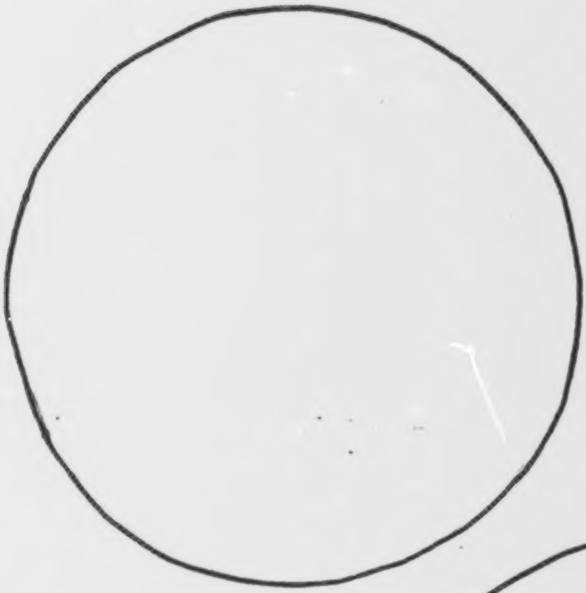
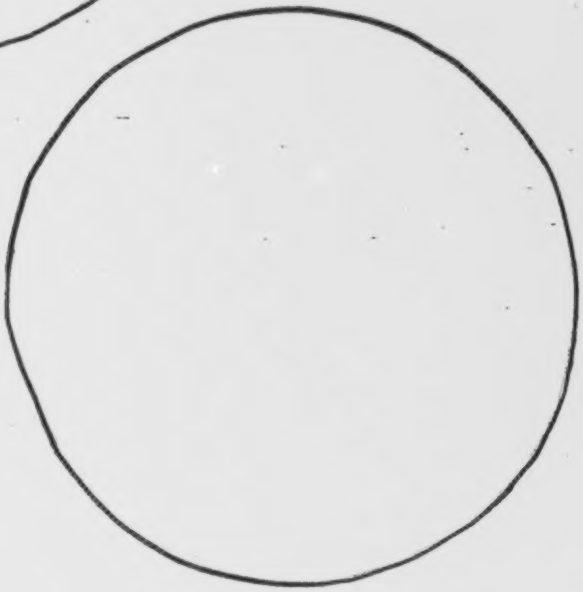
Appendix L
Multiple Intelligences Unit (Class A)

Cookie
Pattern

Trace on
BROWN
construction
paper.





Appendix L
Multiple Intelligences Unit (Class A)

He's going to ask you for ______________________

______________________.

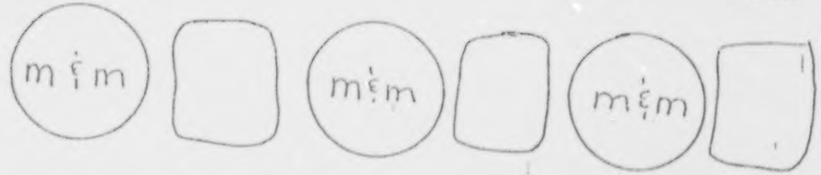
She's going to ask
you for ____________

____________________.

Name ______________________

Math Patterns

(Parents, ask your child what they used to do their math today.)

1. 

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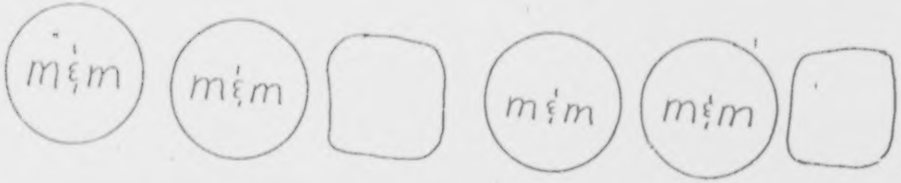
2. 

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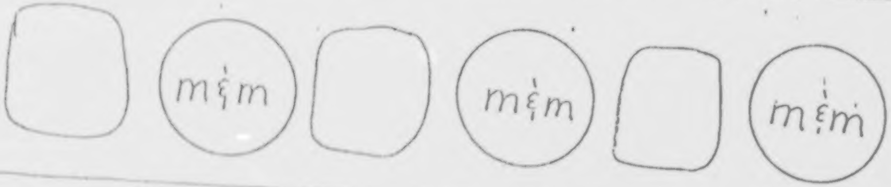
3. 

______ ______

make up your own pattern

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My Yumi! Yumi! Book

m&m

A red m&m

A blue m&m

A yellow m&m

A brown m&m

A black m&m

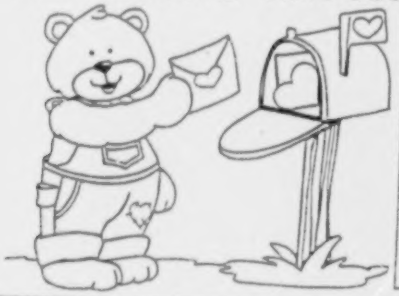
A green m&m

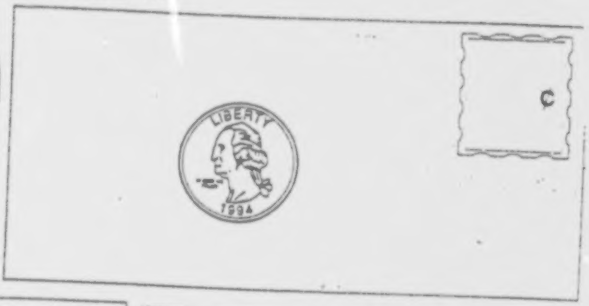
Appendix L
Multiple Intelligences Unit (Class A)

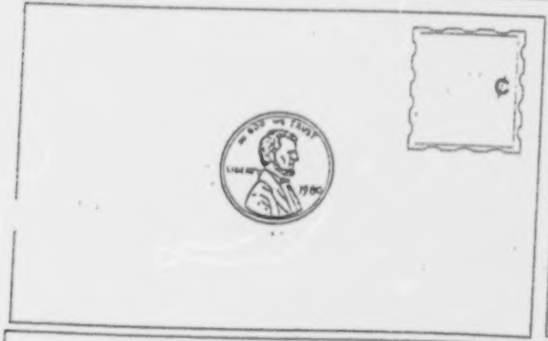
Name ______________________________

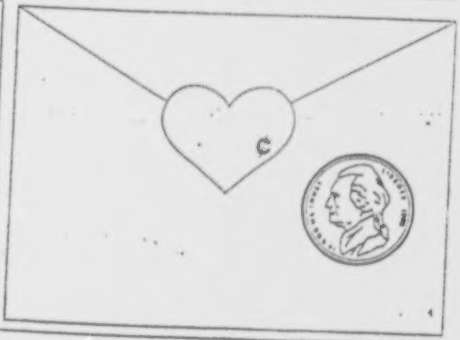
Love Letters

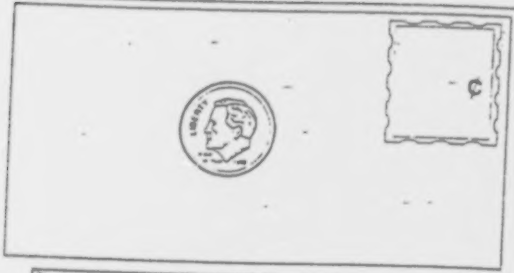
Count the coins. Write each amount.

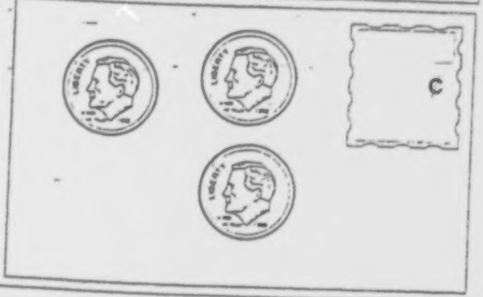


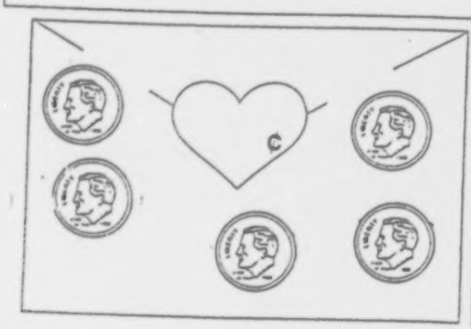


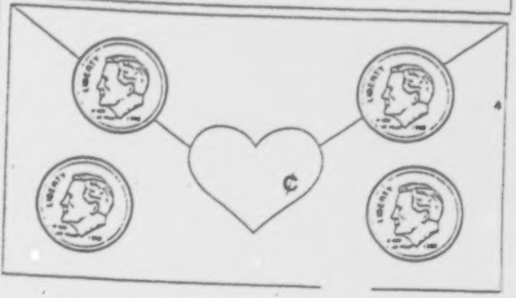












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My yellow m&m.

My brown m&m.

My blue m&m.

My orange m&m

read with:

____

____

____

____

____

____

____

____

____

____

My

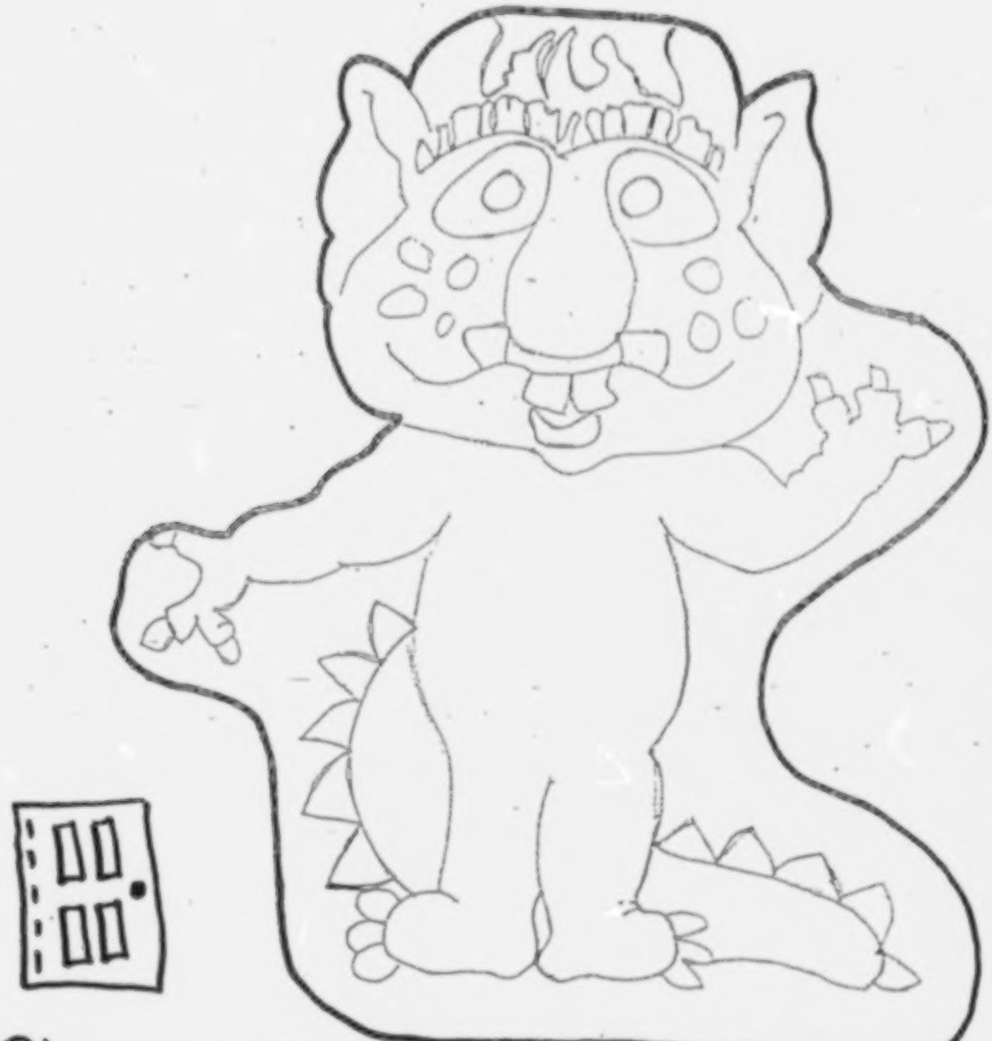
Book

By____________

My red m&m.

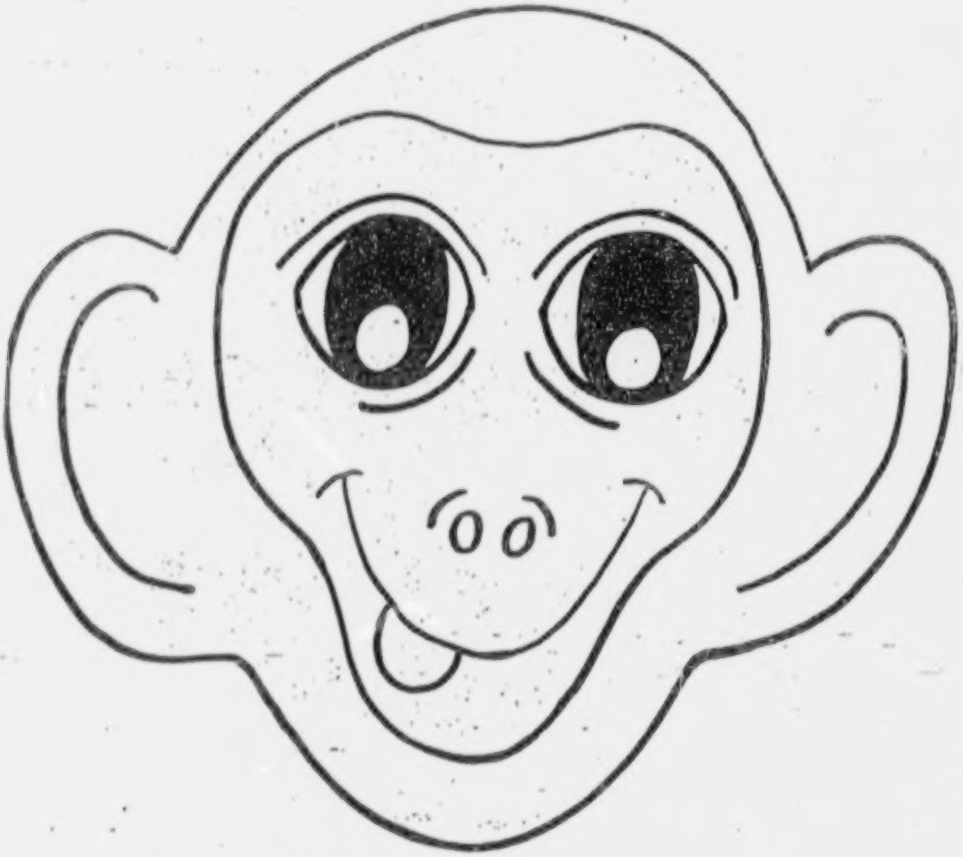
My green m&m.

Appendix L
Multiple Intelligences Unit (Class A)



Place a 9"x12" piece of brown construc. paper on top of same size piece of black. Staple down left side. Use a brass fastener for door handle. Draw 4 rectangles on front.

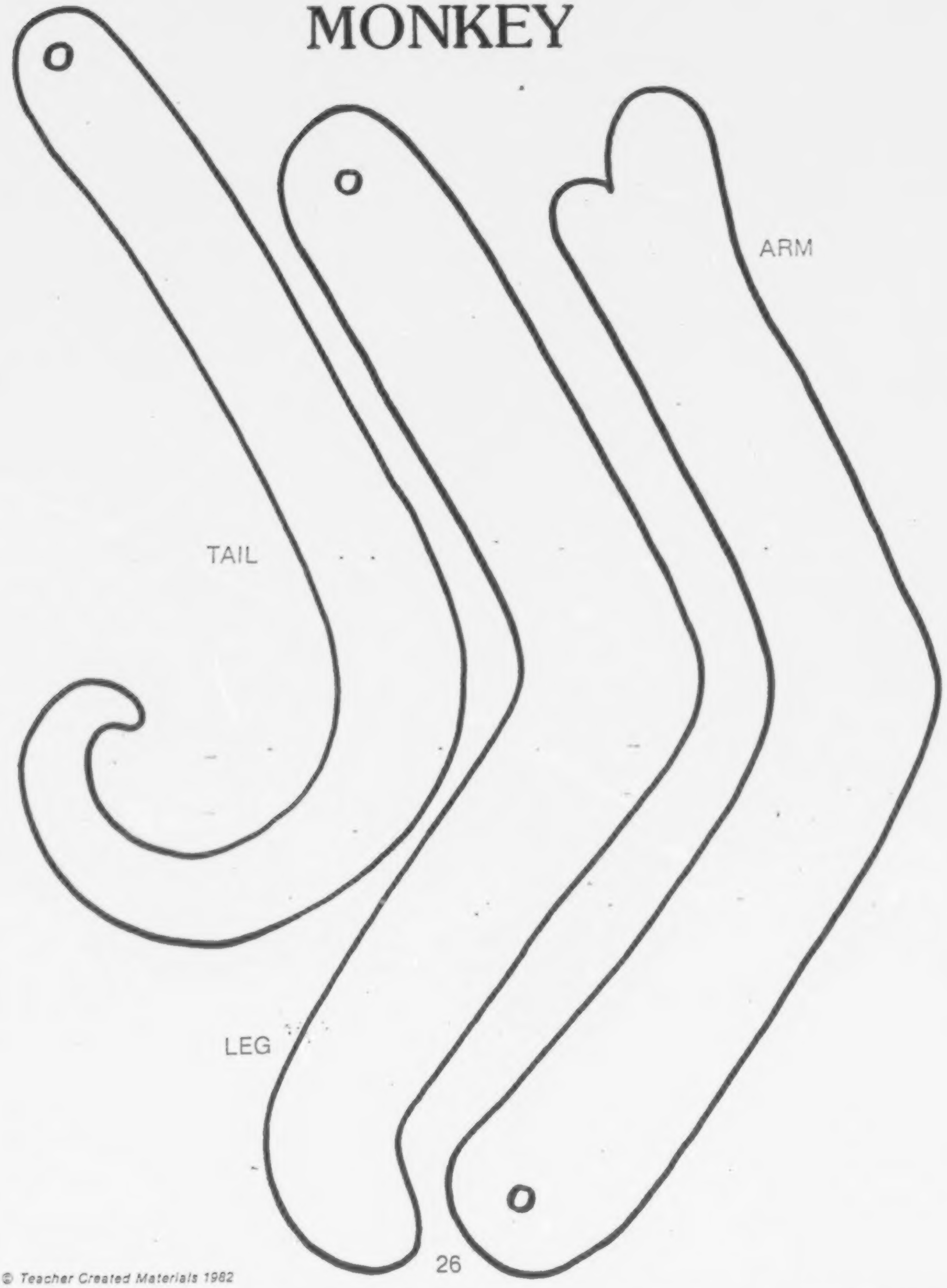
Appendix L
Multiple Intelligences Unit (Class A)



Color a paper plate
BROWN and use for body.

Appendix L
Multiple Intelligences Unit (Class A)

MONKEY


TAIL
LEG
ARM
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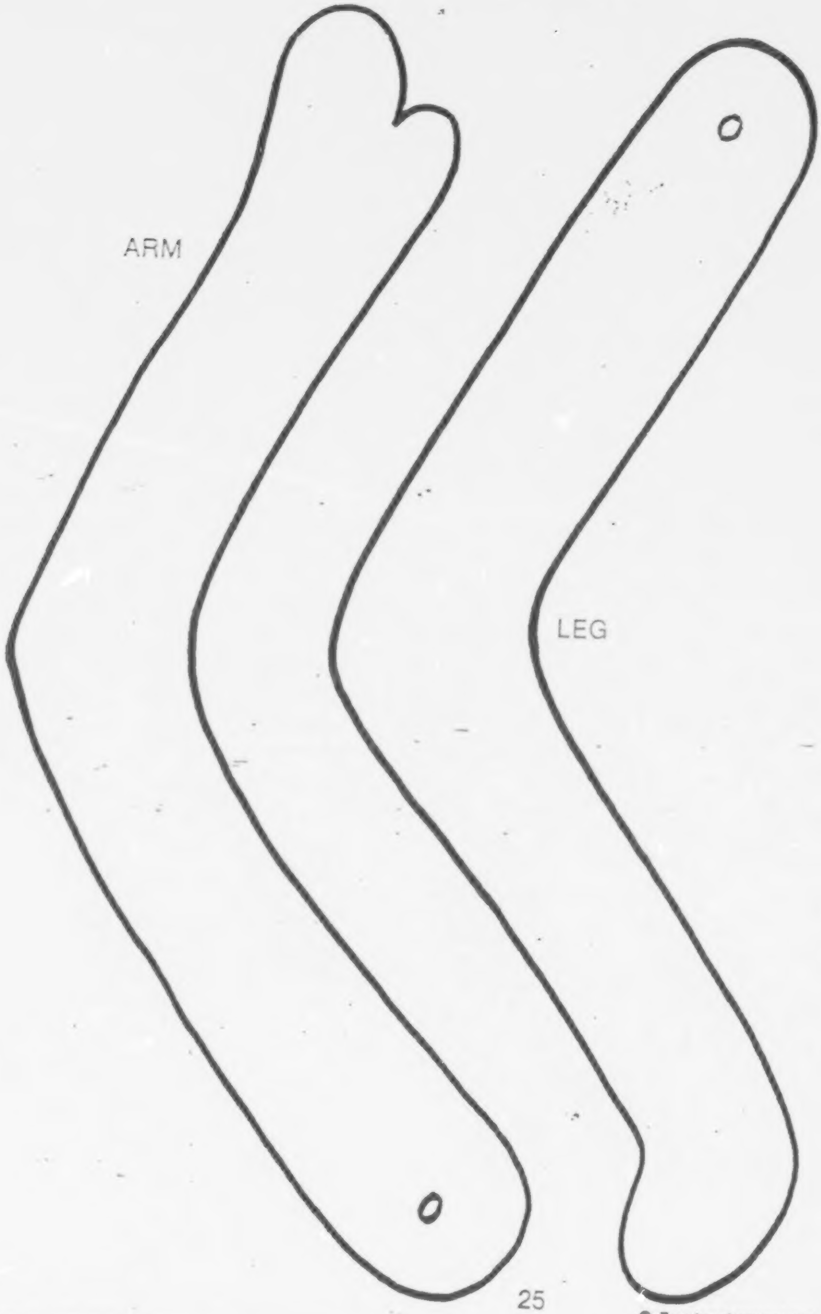
Appendix L
Multiple Intelligences Unit (Class A)

MONKEY



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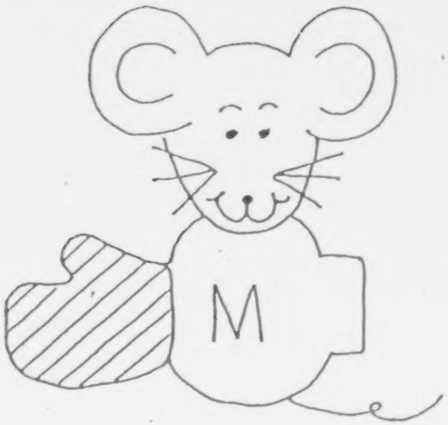
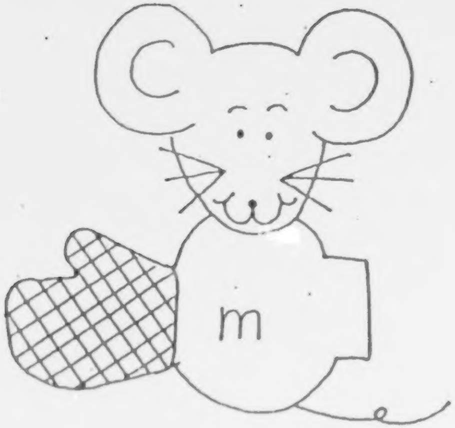
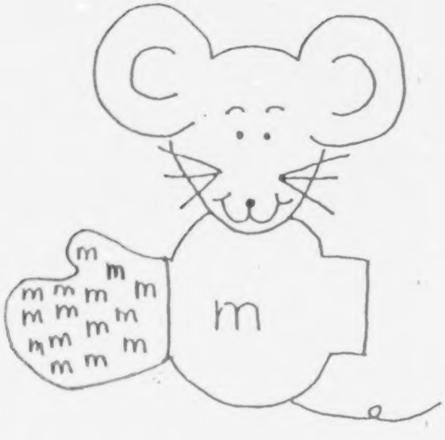
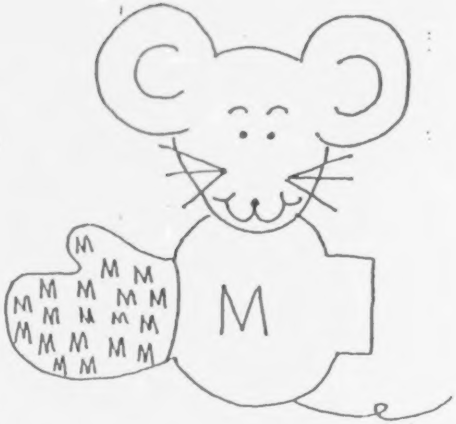


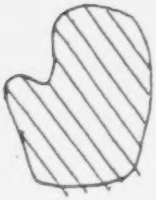
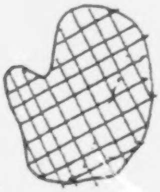
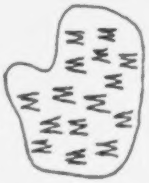
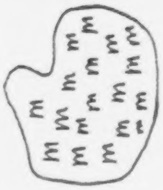
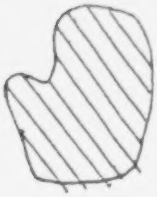
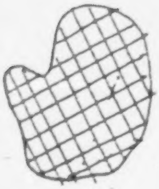
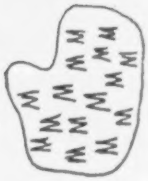


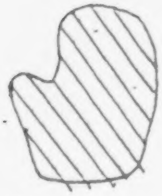
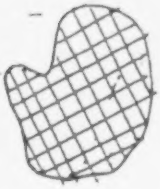
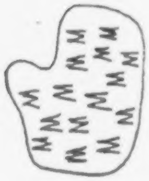
Missing
Mouse
Mittens

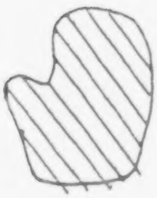
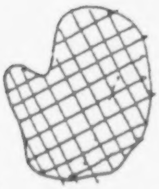
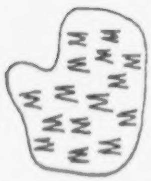
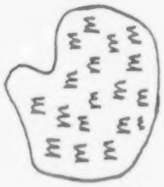




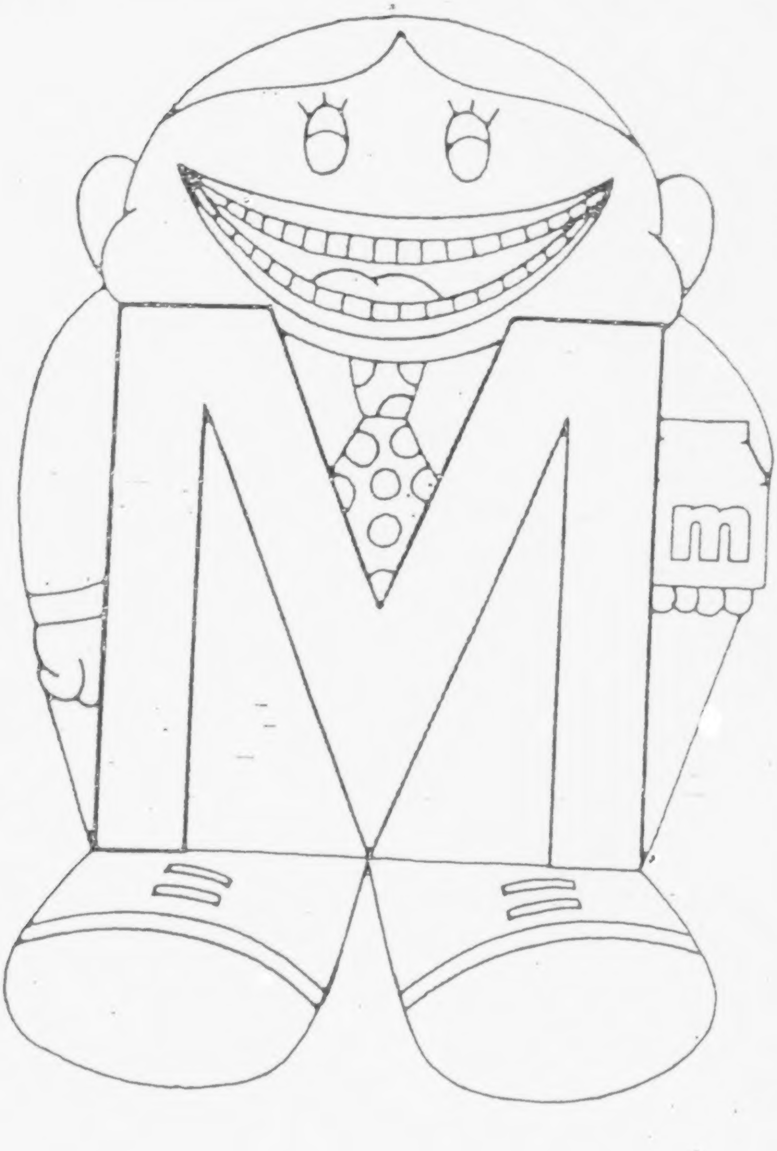
Appendix L
Multiple Intelligences Unit (Class A)

Appendix L
Multiple Intelligences Unit (Class A)



This is Letter Person ____________

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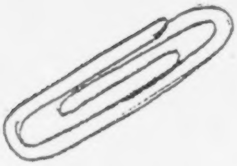
Appendix L
Multiple Intelligences Unit (Class A)



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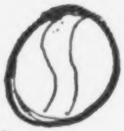
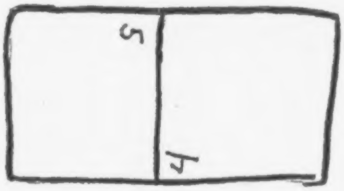
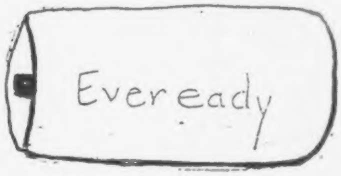


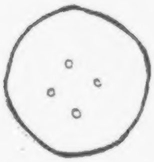
marble



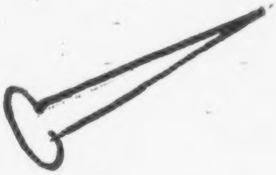
dominoe



battery



button



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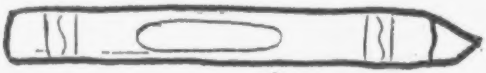
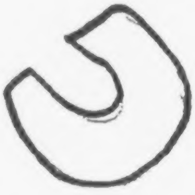


crayon



washer

Appendix L
Multiple Intelligences Unit (Class A)

Yes ☺	No ☹

Appendix L
Multiple Intelligences Unit (Class B)

Unit Plan Using Multiple Intelligences

Unit: Life Science - Mealworms
Subject Area: Integrated Unit
Grade Level: Second Grade
Time Line: 4-6 weeks
Major Goals of Unit:

1. To observe, describe, classify by physical attributes the mealworm.
2. To use reading, writing, math, listening, and thinking skills to research and apply.
3. To hypothesize what is true by conducting experiments.

Verbal/Linguistic Activities:

1. Read Butterfly and Caterpillar to the class. Discuss vocabulary such as metamorphosis, chrysalis, larva, egg, adult, etc.
2. Prepare a bulletin board illustrating the life cycle of a mealworm. Discuss and then compare the life cycle of the butterfly to a mealworm.
3. Creative writing- "Life Through the Eyes of a Mealworm". Students are directed to write a story from the viewpoint of a mealworm. They must describe what they see, feel, hear, and do while they are the property of their "owner". Brainstorm ideas for content as well as ideas for a "good" first sentence following proper writing architecture.
4. Pair students up and have them explain the life cycle of a mealworm to each other.
5. Math-Write a story problem using mealworms as the focal point. For example, "There were 47 mealworm larvae on the table, but 29 of them escaped! How many were left?"
6. Hidden words- Use vocabulary words to generate a hidden word worksheet.

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Appendix L
Multiple Intelligences Unit (Class B)

Logical/Mathematical Activities:

1. Play "20 Questions" with the class. Have students take turns being the leader.
2. Graphic organizers: Attribute web, Venn diagram comparing caterpillar and mealworm, mind map of the characteristics of mealworms.
3. Analogies: For example, mealwom:pupa::caterpillar:chrysalis.
4. Story problems
5. Experiments with food, stimuli, mazes.

Visual/Spatial Activities:

1. Illustrate the life cycle of a mealworm.
2. Make a mural of the life cycle.
3. Art-draw egg, larva, pupa, adult.
4. Creative dramatics-act out the life cycle. Make props.
5. Illustrate Journals
6. Graphic organizers.
7. Internet searches and research.
8. Create clay models of life cycle components.

Bodily/Kinesthetic Activities:

1. Cooperative learning groups make cards of each phase of the life cycle. Sequence in front of room by having another student arrange the children in the correct spot.
2. Create a play, and act out the life cycle.
3. Take a field trip to Forest Park Nature Center. Discuss other insects with a similar life cycle.
4. Experiments-design a people maze.

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Appendix L
Multiple Intelligences Unit (Class B)

5. Create a mealworm dance with music.
6. Perform dance for another grade.
7. Create a pantomime.

Musical /Rhythmic Activities:

1. Design an advertisement, perhaps to encourage people to buy mealworms for pets or bait! Add music, sound effects, and artwork.
2. Compose a song about mealworms.
3. Create a rap.
4. Select music that correlates with each phase of the life cycle.
5. Compose a mealworm cheer.

Interpersonal Activities:

1. E-mail pen pals and describe the unit to them. Tell them personal things about student's "pet" larva, pupa, or adult beetle.
2. Cooperative groups-design a maze with toothpicks. Add details such as mealworm police, mealworm hospital, mealworm bank, mealworm school, etc.
3. Make a group video of the play. Send it to pen pals and play at annual school Open House for parents.
4. Compose questions cooperatively and then interview third graders about what they remember and learned about mealworms. Then interview each other and compare answers.
5. Cooperative groups create a crossword puzzle using the vocabulary words that have been learned.
6. Storytelling.
7. Interactive interview with a guest speaker.

Intrapersonal Activities:

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Appendix L
Multiple Intelligences Unit (Class B)

1. Maintain a reflective journal daily.
2. Create a double entry journal.
3. Writing activity- "If I Were A Mealworm I Would..." (In the Mind of...)
4. Poetry-"Ode to My Mealworm"
5. Learning Log-write facts that have been learned. May be used for assessment if needed.
6. "Adult beetle (or larva) for a day" writing activity.

Naturalist Activities:

1. Speculate what larva could be used for (fishing, raising to sell, experiments, pets)
2. Take a field trip to a fishery, Sommer Park, Forest Park Nature Center.
3. Upon completion of unit, take a nature walk and set beetles free into their natural habitat.
4. Predict what will happen to them.
5. Describe their habitat now. Compare to "captivity."
6. Raise butterflies. Observe and record. Set free in natural habitat.

Whole Class Learning Experiences:

1. Read books on metamorphosis.
2. Field trips.
3. Complete and conduct experiments.
4. Cooperative groups.
5. Dances, raps, plays, etc.

Culminating Event for Unit:

"*Open House*"-Celebrate! Invite parents to visit. Show portfolios (attached example) and recreate some experiments. Show class video and artwork and writing activities displayed.

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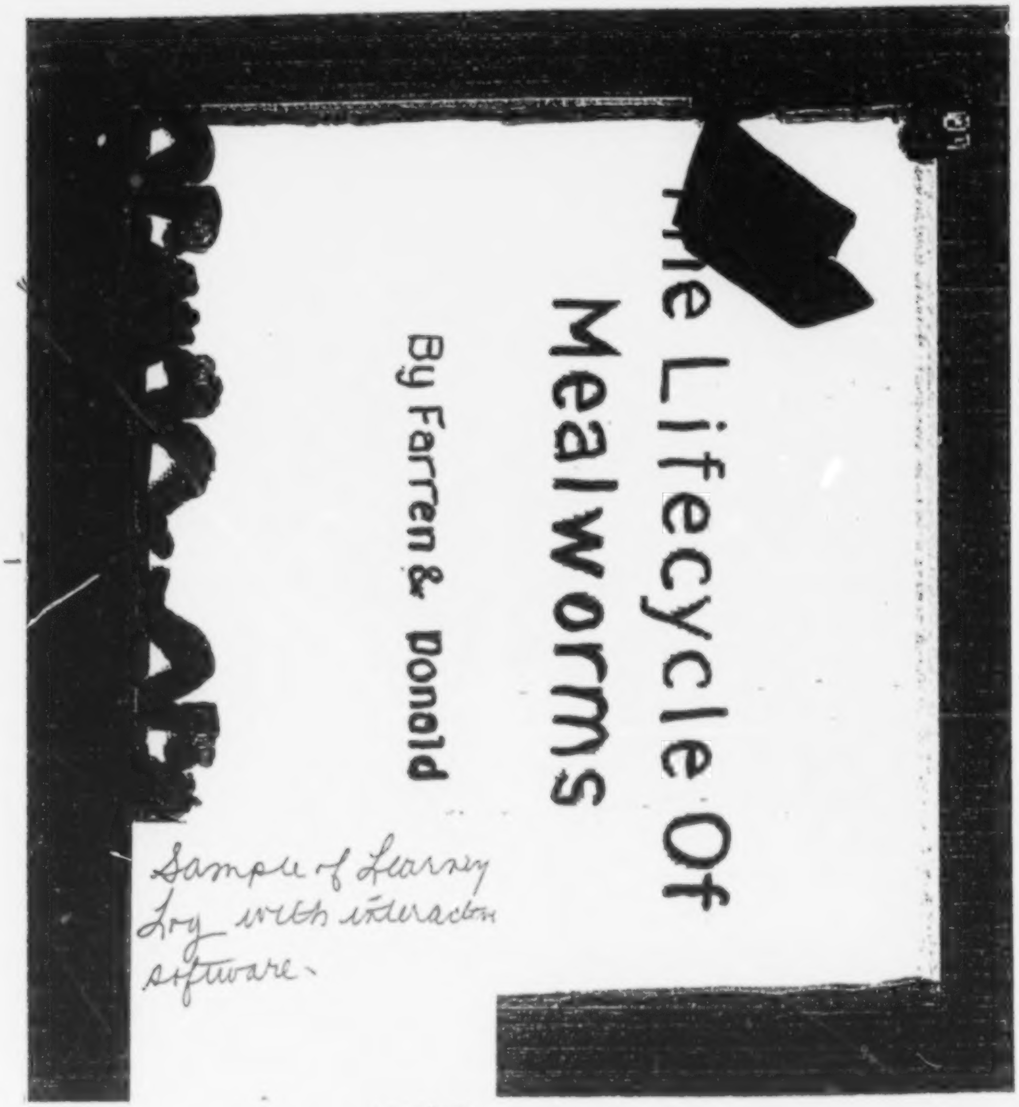
Appendix L
Multiple Intelligences Unit (Class B)



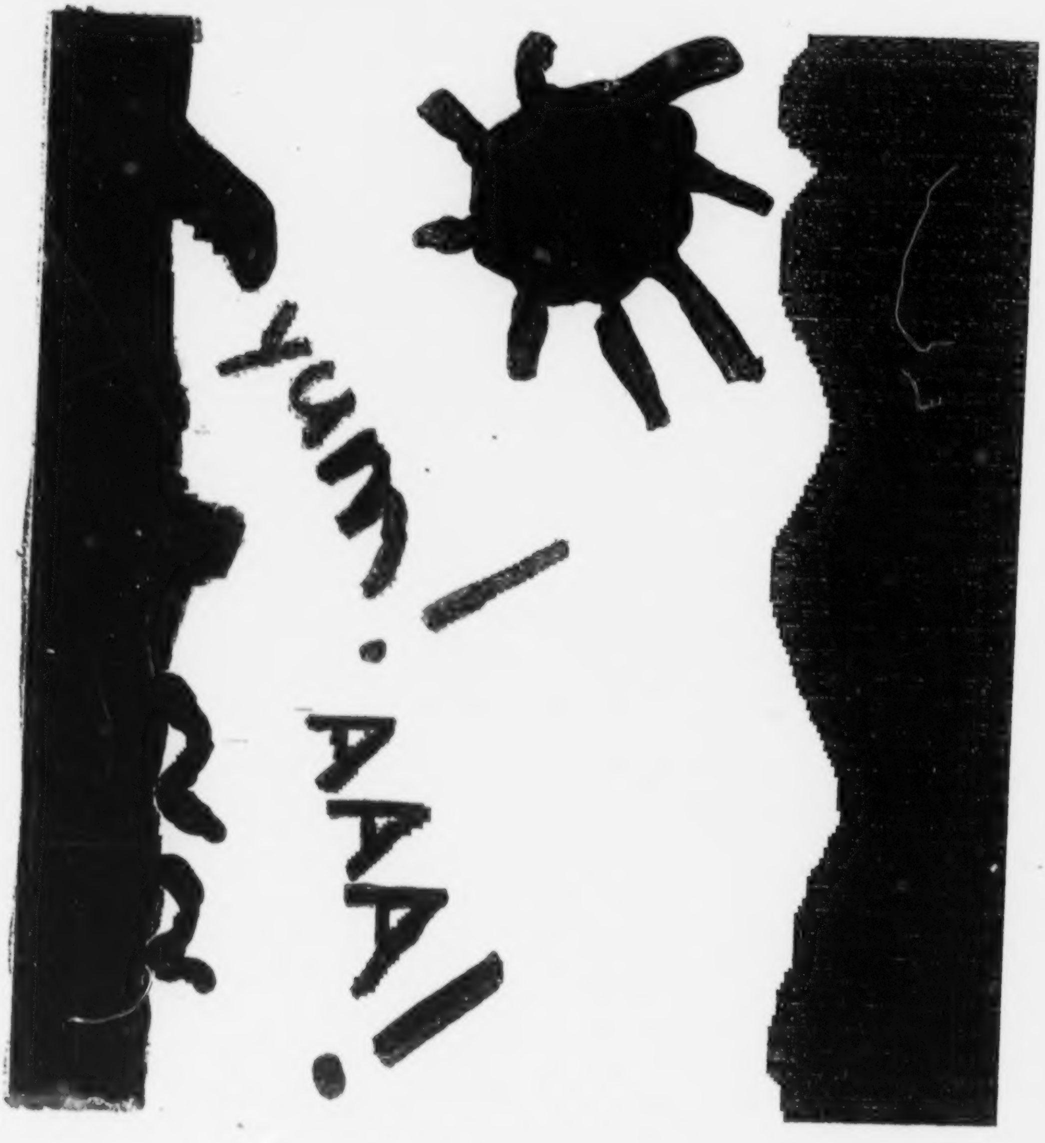
[illegible]he Lifecycle Of Mealworms

By Farren & Donald

Sample of Learning Log with interaction software.

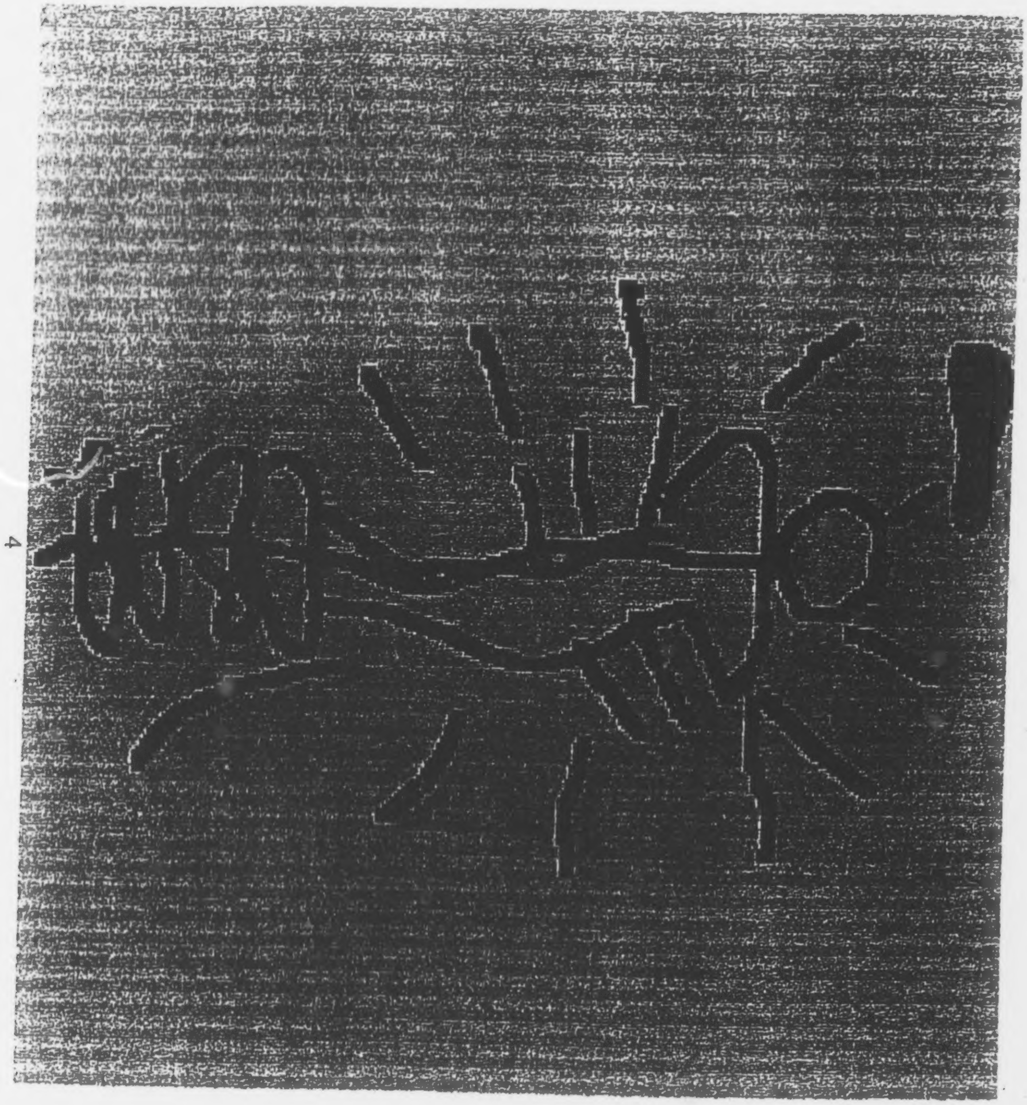
PEKIN PUBLIC SCHOOLS

Appendix L
Multiple Intelligences Unit (Class B)



First the mealworm is an egg. Then it turns into a larvae. The skin is not very slimey. Then it eats & eats & eats until it turns into a pupa. A pupa is a resting stage. Then the skin splits right thruw the mittle.

Appendix L
Multiple Intelligences Unit (Class B)



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And then comes out a black beetle. Then the beetle has babys. And after that the beetle dies. And that is the lifecycle of mealworms!

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Appendix L
Multiple Intelligences Unit (Class B)

MEALWORM

JOURNAL

BY

Appendix L
Multiple Intelligences Unit (Class B)

Mealworm

Draw and label...

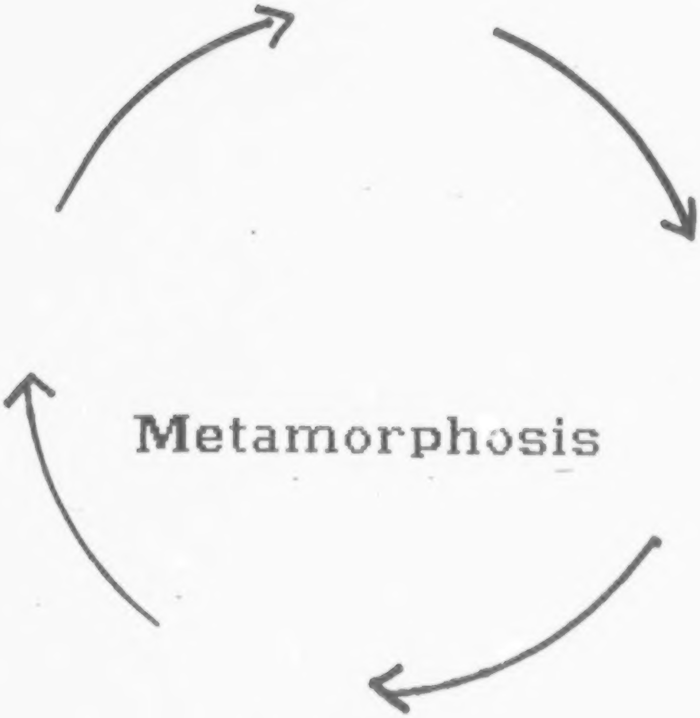
My mealworm's name is
____________.

1

Appendix L
Multiple Intelligences Unit (Class B)

The Life Cycle of a Mealworm

Draw and label...


Metamorphosis

2

Appendix L
Multiple Intelligences Unit (Class B)

"What I'd Ask My Mealworm"

Do mealworms like....

ROUGH_________or SMOOTH_________
SURFACES?

LOUD__________or SOFT___________
SOUNDS?

LIGHT?________or DARKNESS?________

UPHILL?______or DOWNHILL_________
CLIMBS?

HEAT?_________or COLD?____________

TO GO FORWARD?___or BACKWARD?___

__________________or_____________

BRIGHT COLORS:

or

DULL COLORS:

3

Appendix L
Multiple Intelligences Unit (Class B)

Mealworm Maze!!!!

My mealworm did / did not go through my maze.

4

Appendix L
Multiple Intelligences Unit (Class B)

Baseline Experiment

Which way will he go???????

5

Appendix L
Multiple Intelligences Unit (Class B)

Food Preferences

Does my mealworm like....

1. cornflake__________
2. potato_____________
3. carrot_____________
4. candy_____________
5. raisin_____________
6. water_____________
7. salt_______________
8. ___________________
9. ___________________
10. ___________________

My mealworm liked _______ the best of all. Yum! Here is a picture of my mealworm eating his favorite food.

6

HOW FAR DOES MY MEALWORM TRAVEL IN:

1. 10 seconds______________
2. 30 seconds______________
3. 45 seconds______________
4. 1 minute ______________

??????????????????????????????

Use adjectives starting with the letters below to describe your mealworm. Be creative!

M________________
E________________
A________________
L________________
W________________
O________________
R________________
M________________
S________________

7

Appendix L
Multiple Intelligences Unit (Class B)

HIDDEN WORDS FOR THE CURIOUS

Circle the creepy, crawly words down, across, or diagonally. Can you put the words in alphabetical (ABC) order?

BUG
SNAKE
SOWBUG
EARWIG
ANTS
BEES
LARVA

TADPOLE
FROG
TOAD
LIZARD
MEALWORM
SLUG
SNAIL

CATERPILLAR
MOTH
BEETLE
SPIDER
WORM
POLLIWOG

F	P	O	L	L	I	W	O	G	X	L	C	R	E	E	P	Y	L
I	R	Y	E	M	Y	U	C	K	T	A	D	P	O	L	E	K	I
B	O	O	Y	E	U	L	T	Z	O	R	S	C	A	L	E	S	Z
G	L	U	G	A	O	U	C	H	A	V	W	A	N	T	E	D	A
B	E	E	T	L	E	B	U	G	D	A	E	A	R	W	I	G	R
W	B	I	G	W	H	C	A	T	E	R	P	I	L	L	A	R	D
H	E	I	F	O	D	V	A	N	T	E	N	N	A	E	Y	E	S
B	E	E	T	R	U	N	I	N	S	N	A	K	E	O	O	P	S
Q	W	O	R	M	F	I	N	D	O	X	N	O	B	S	I	T	E
C	A	T	E	R	P	I	L	L	W	E	T	O	N	P	A	I	L
S	W	A	R	M	I	N	T	O	B	U	S	Z	S	I	R	L	E
L	N	O	I	S	Y	S	M	X	U	E	M	A	F	D	J	E	N
U	D	A	K	P	O	E	O	W	G	L	E	P	H	E	L	P	H
G	R	N	I	J	U	C	T	S	E	E	A	S	K	R	M	E	I
O	Y	T	O	L	K	T	H	I	U	G	C	O	C	O	O	N	S

8

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Ode to My Mealworm

Good-bye.......

We've been learning about mealworms
And now we're done.
We didn't know science
Could be so much FUN!

We know all of these words
And can tell you what they mean!
Isn't that the greatest thing
You've ever seen?!!!!

infinitesimal
molting
metamorphosis
life cycle
adult
larva
pupa

hypothesis
lethargic
scientist
generation
observation
mandible
experiment

10

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN READING

MATCHING CAPITAL AND LOWER CASE LETTERS

P.	Q	b	d	j	q
1.	S	c	m	o	s
2.	H	n	h	u	r
3.	m	W	V	M	N
4.	e	F	L	E	I
5.	a	V	A	W	H
6.	U	v	n	f	u
7.	k	F	K	R	X
8.	P	b	d	p	a
9.	J	s	f	b	j

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

		MATCHING CAPITAL AND LOWER CASE LETTERS Page 2			
10.	Y	v	w	u	y
11.	b	T	D	B	P
12.	L	i	l	t	a
13.	T	l	f	c	t
14.	g	C	G	D	O
15.	R	s	h	r	n
16.	n	M	N	V	Z
17.	i	Y	H	A	I
18.	f	F	U	R	B
19.	D	d	b	y	p
20.	w	M	V	W	Y

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

MATCH BEGINNING SOUNDS
Page 3

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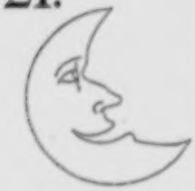

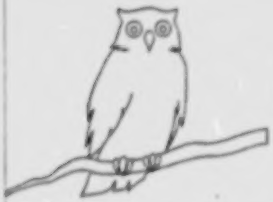

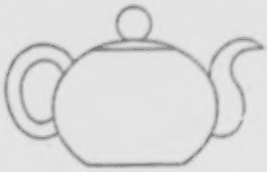

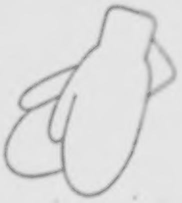

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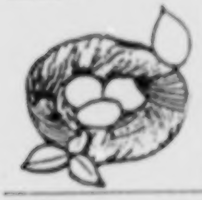

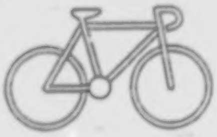

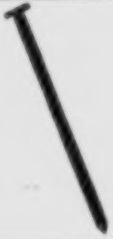

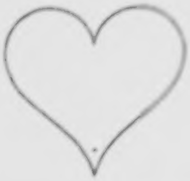

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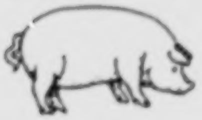

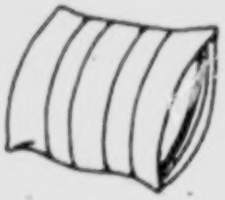

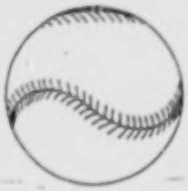

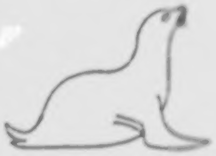

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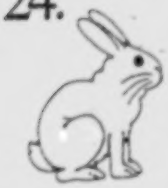

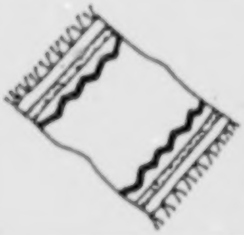

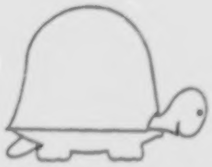

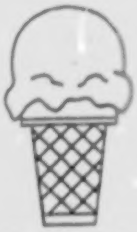

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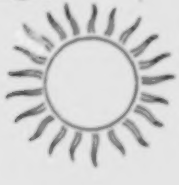

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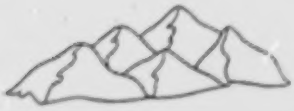
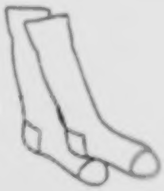
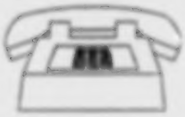
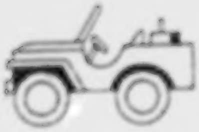
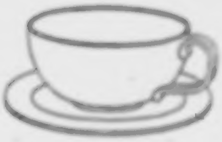
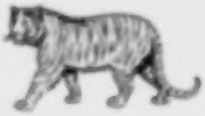




Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

MATCH BEGINNING SOUNDS
Page 4

26.

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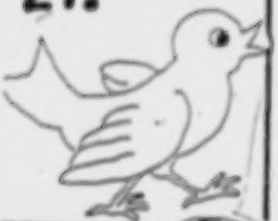
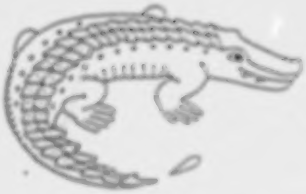
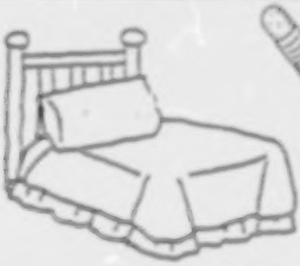
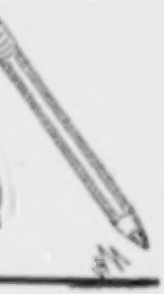

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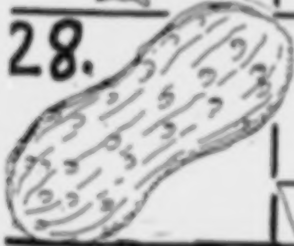
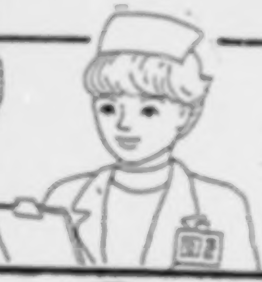
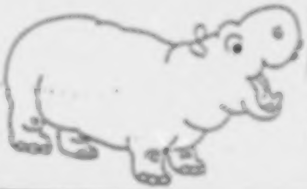
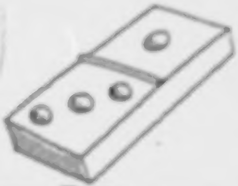

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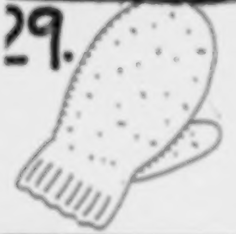
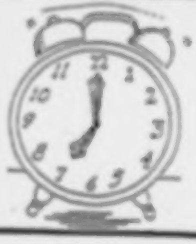
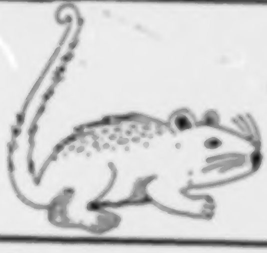
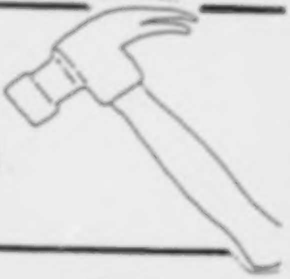

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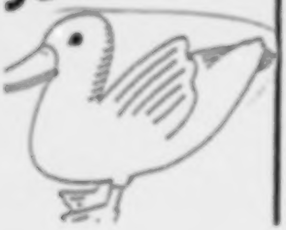
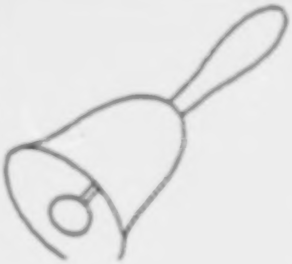
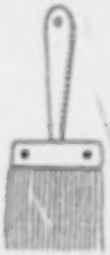
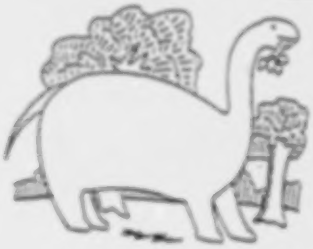
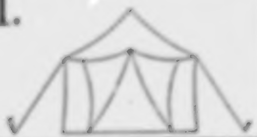
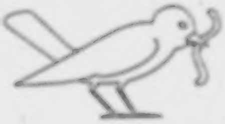
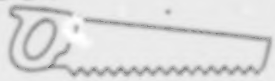
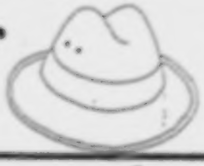
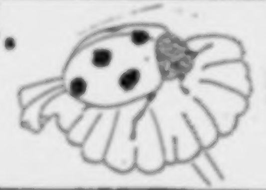
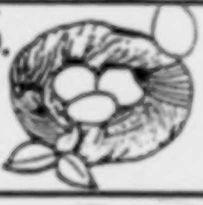
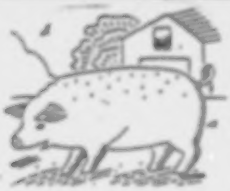





Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

	SOUND-LETTER CORRESPONDENCE Page 5			☆
31. 	t	p	f	l
32. 	p	c	q	b
33. 	f	s	k	n
34. 	c	d	h	s
35. 	F	V	Z	L
36. 	n	m	t	p
37. 	T	G	P	B

Appendix M

Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

CONCEPTS

Page 6

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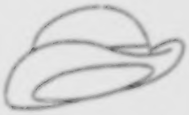

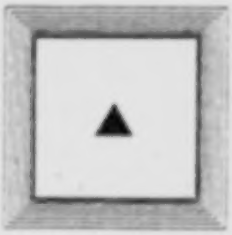

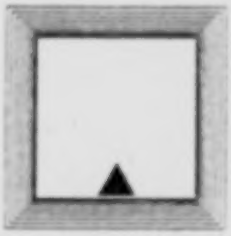

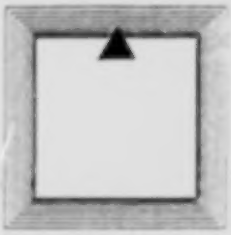

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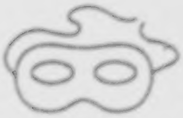

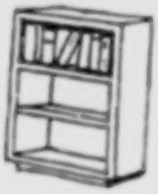

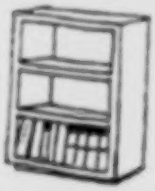

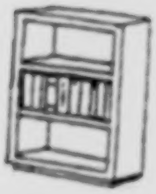

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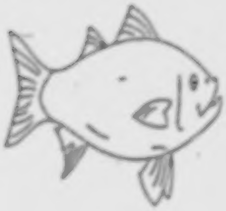

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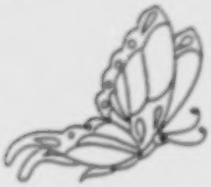

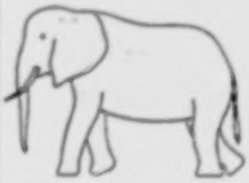

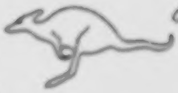

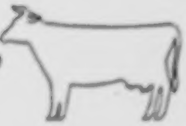

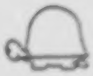

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

CONCEPTS
Page 7

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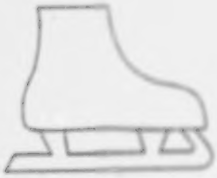

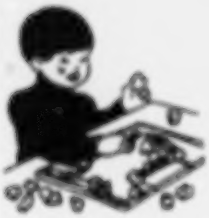

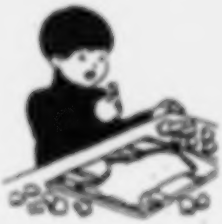

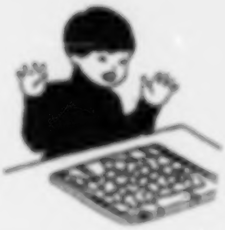

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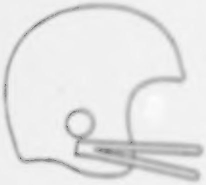

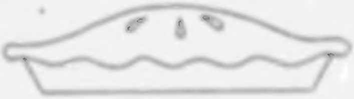

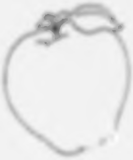

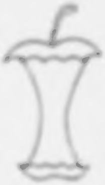

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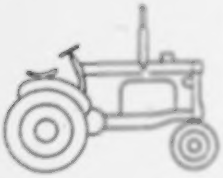

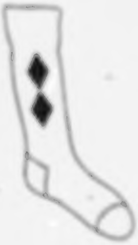

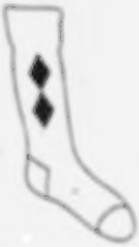

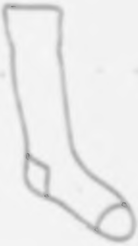

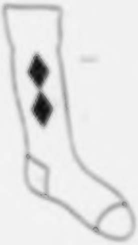

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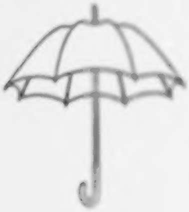

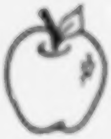

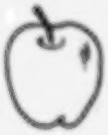

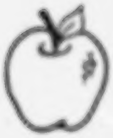

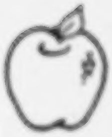

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

CLASSIFICATION
Page 8

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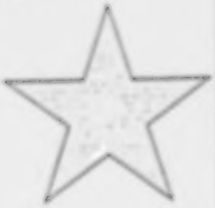
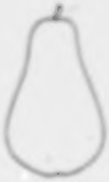
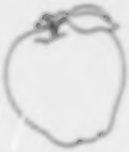
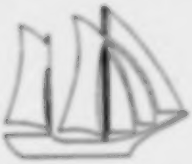
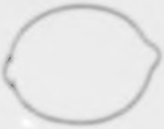

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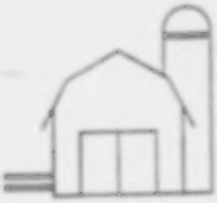
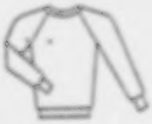
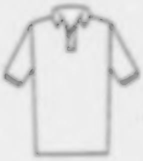
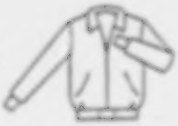
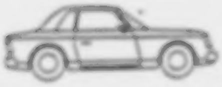

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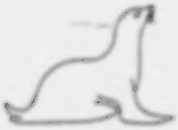
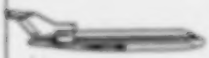
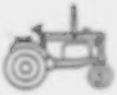

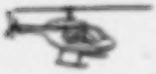

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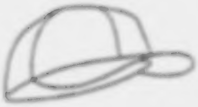
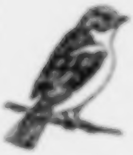
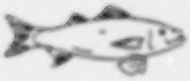
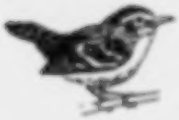
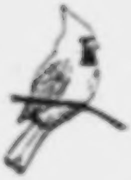
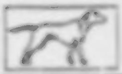
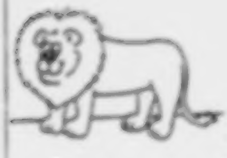
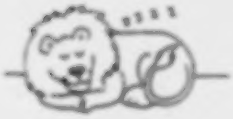
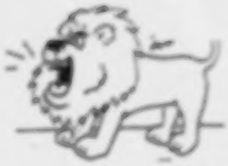
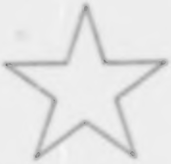
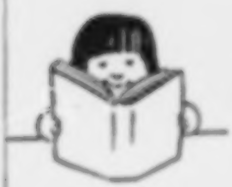
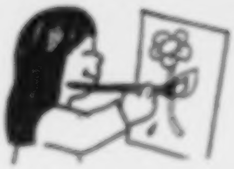
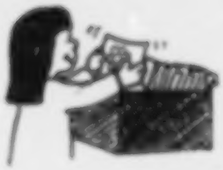
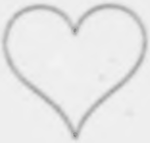
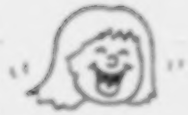
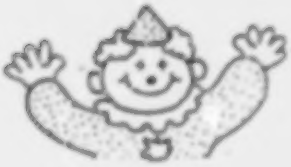
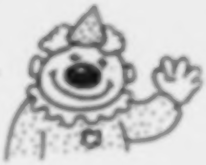
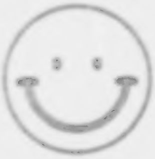
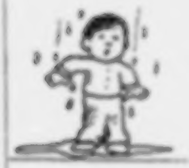
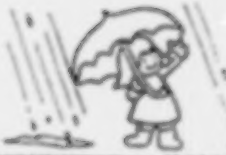
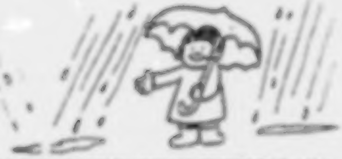
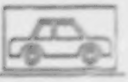
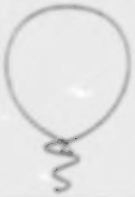
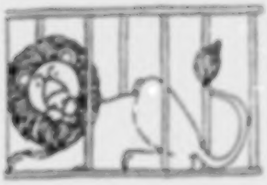
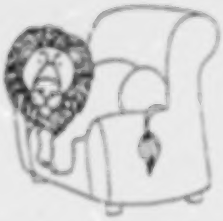
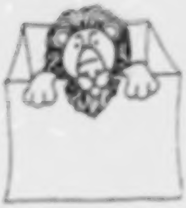
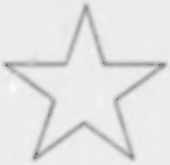
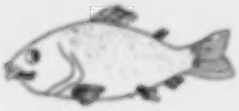
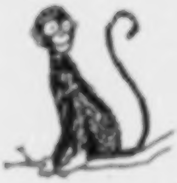
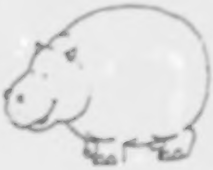
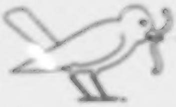
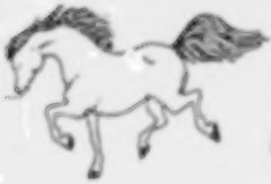
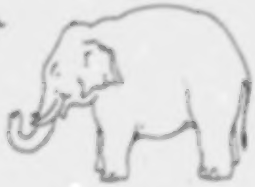
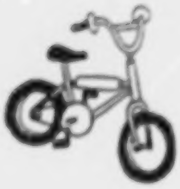
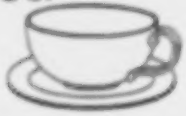
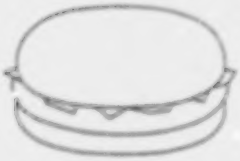
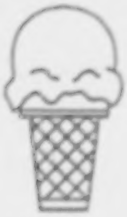






Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

	RECALL DETAILS OF THE STORY Page 9 
P.	  
50. 	  
51. 	  
52. 	  

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

	RECALL DETAILS OF THE STORY Page 10		
53. 			
54. 			
55. 			
56. 			

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

FIRST, NEXT AND LAST
Page 11

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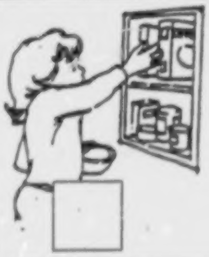
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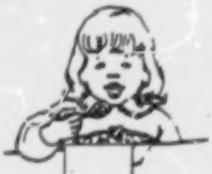
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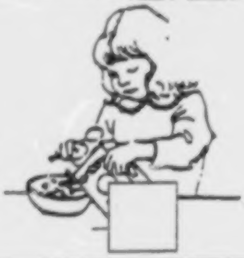
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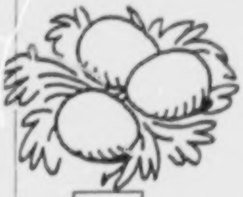
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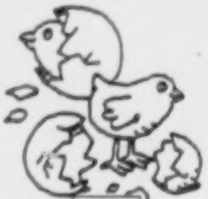
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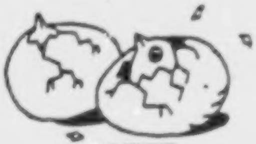
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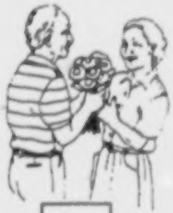
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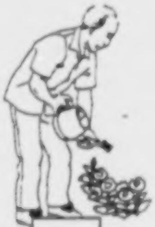
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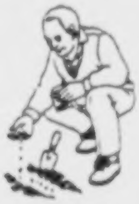
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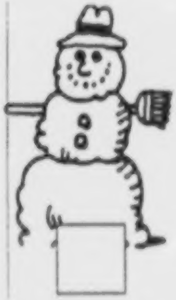
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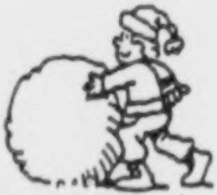
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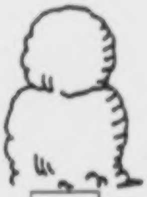
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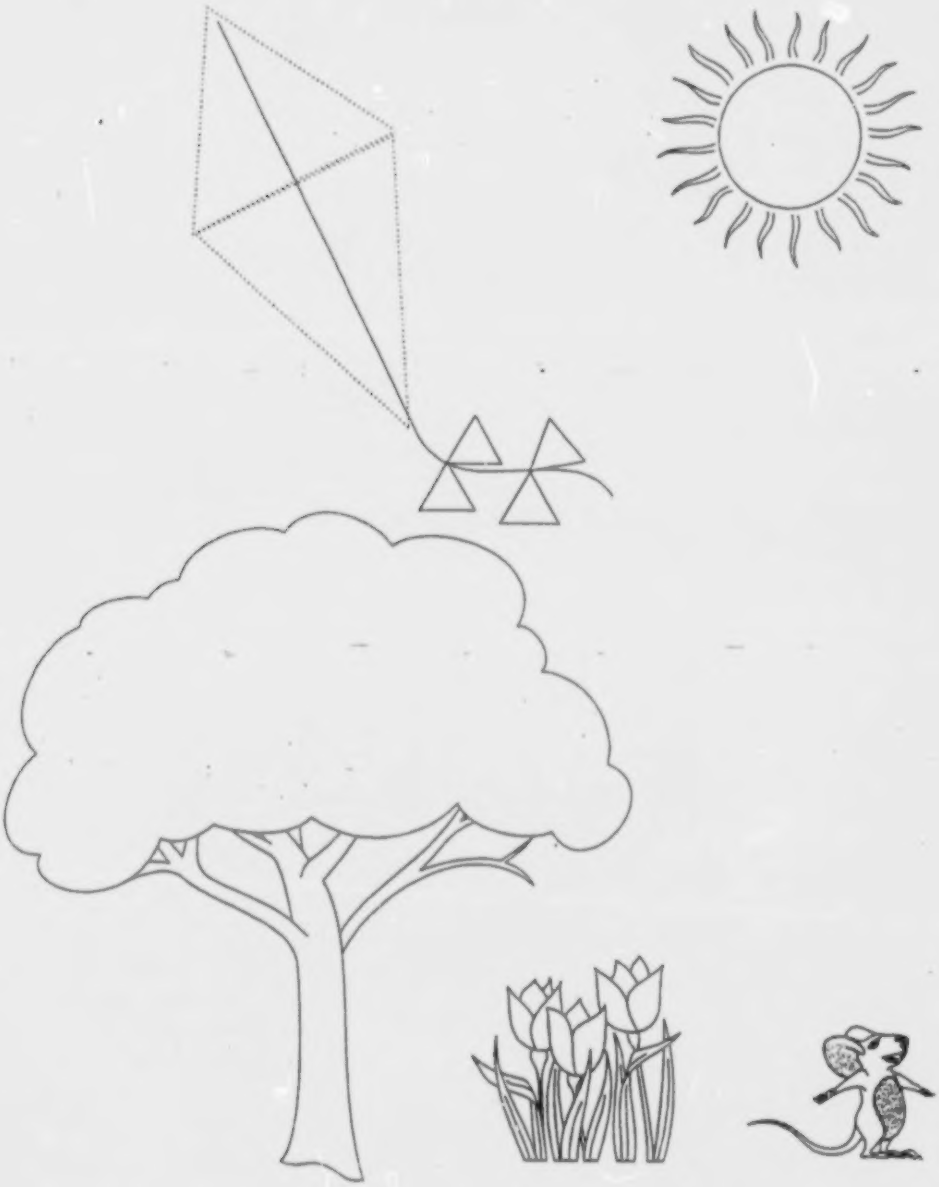
Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

STUDY SKILLS
DIRECTIONS
Page 12



Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

VISUAL DISCRIMINATION
Page 13

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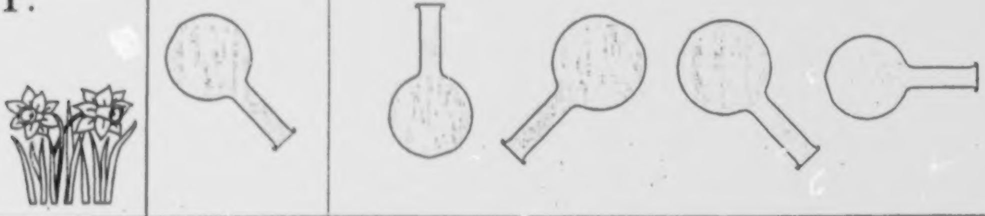

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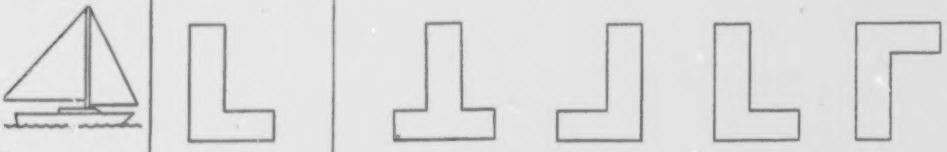

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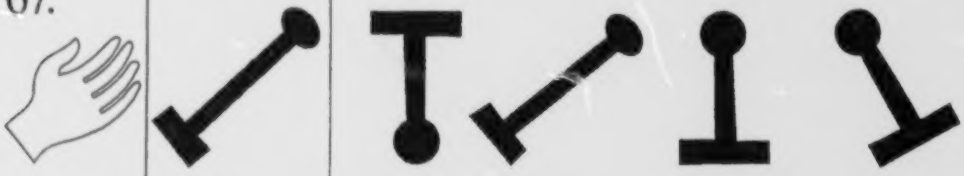

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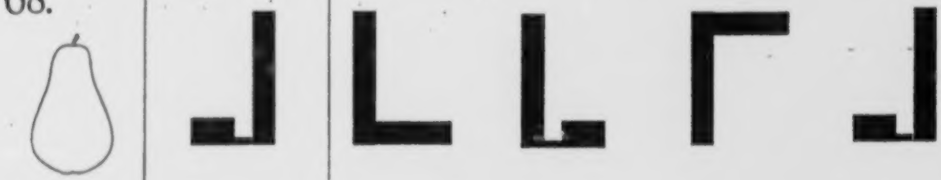

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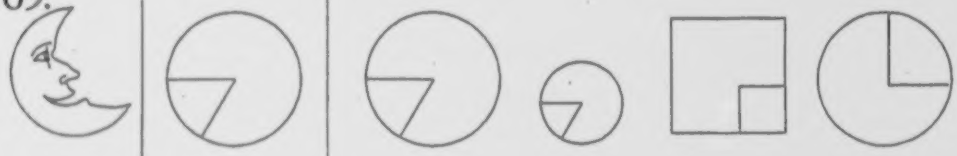


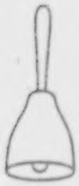
Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

			VISUAL DISCRIMINATION Page 14			☺
P.		ba	ab	da	ba	bo
70.		op	ob	od	op	po
71.		iv	vi	ix	iv	in
72.		sol	los	sol	slo	sot
73.		fish	hsfi	fish	fich	shfi
74.		WHO	WHY	WNO	WHO	WOH
75.		tent	dent	test	tent	tank

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

Page 1



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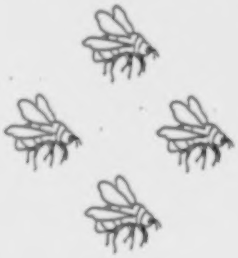

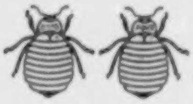

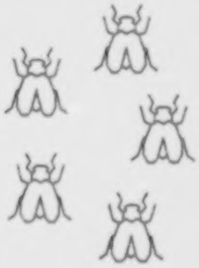

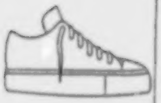

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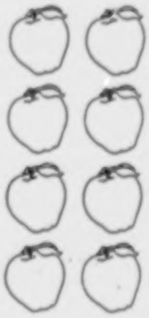

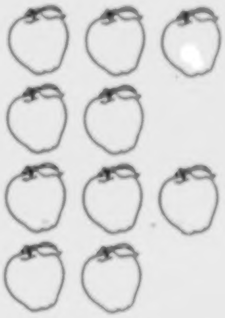

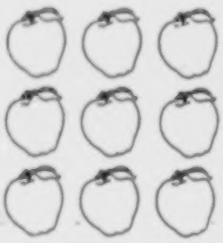

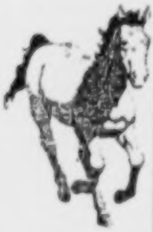

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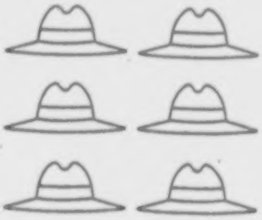

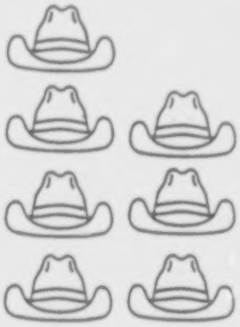

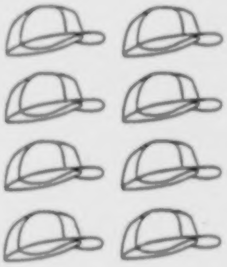

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

Page 2

KINDERGARTEN MATHEMATICS

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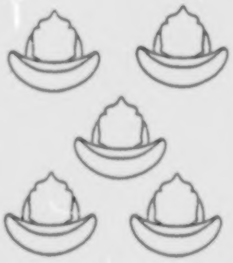

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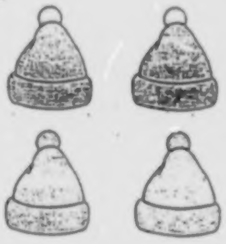

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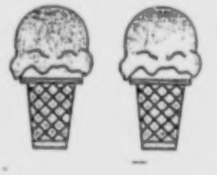

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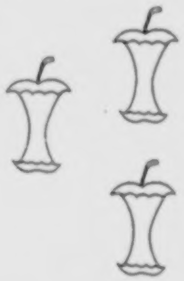

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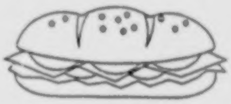

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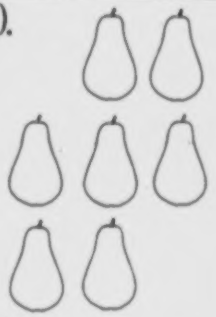

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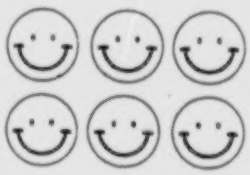

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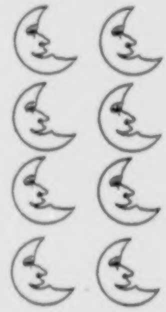

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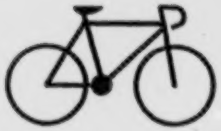
KINDERGARTEN MATHEMATICS



13.

Reversals in writing:

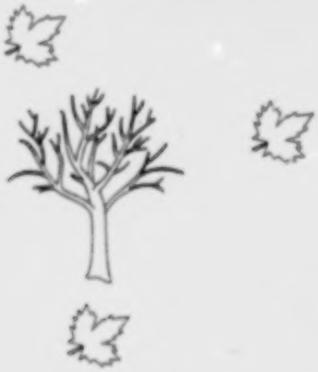
Yes _______
No _______

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

Page 4

14.



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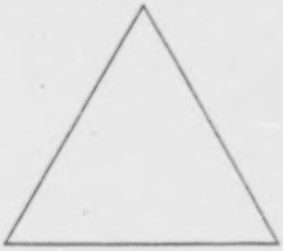

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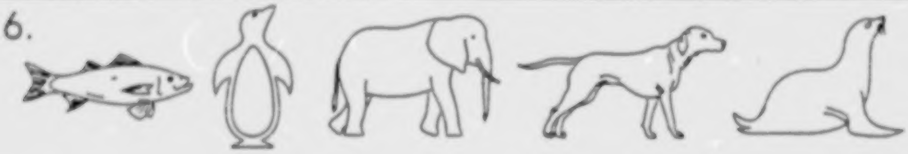

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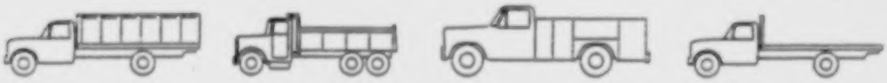

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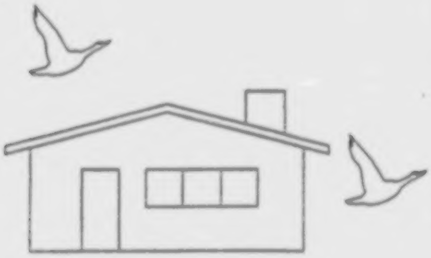

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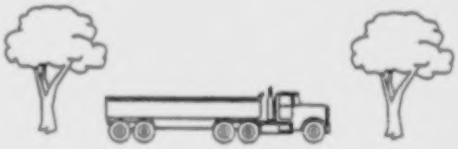

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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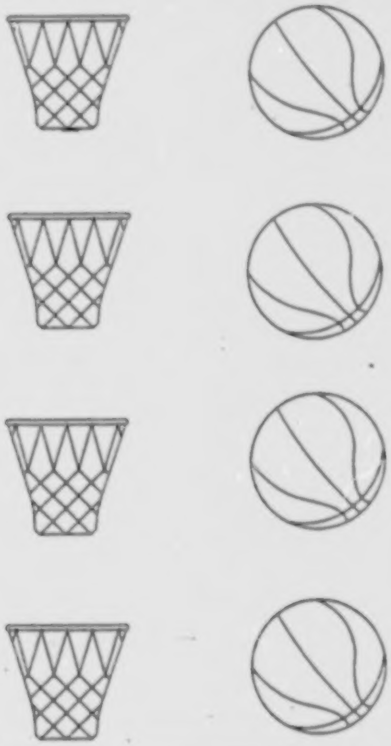

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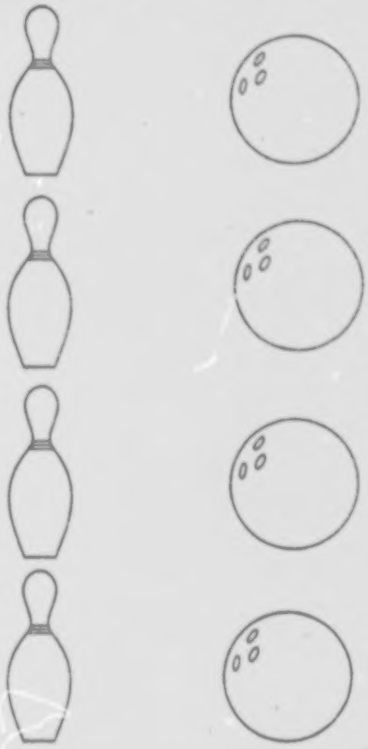

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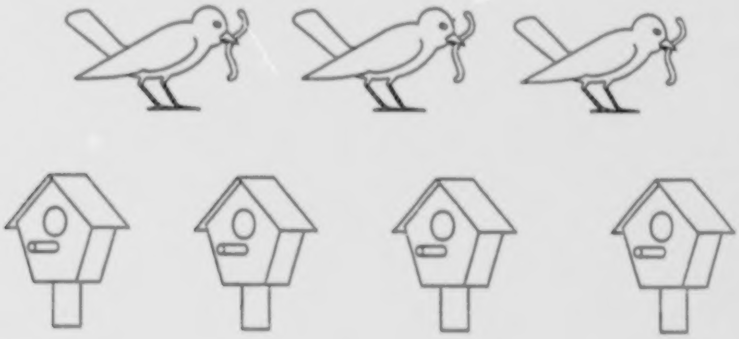

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

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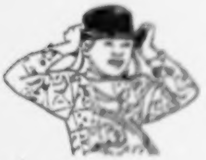

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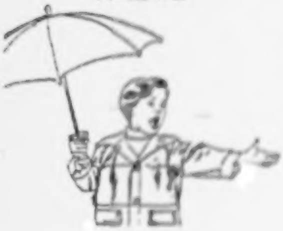

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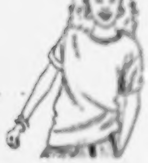

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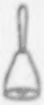

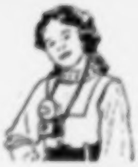

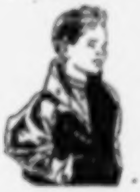

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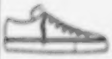

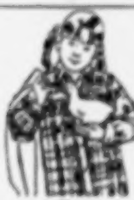

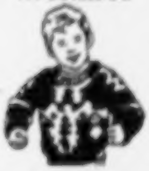

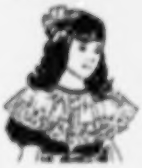

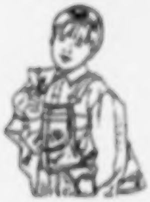

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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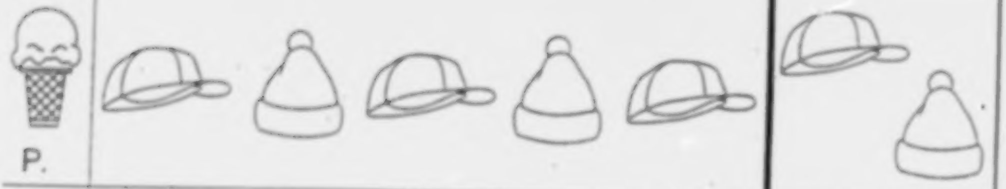

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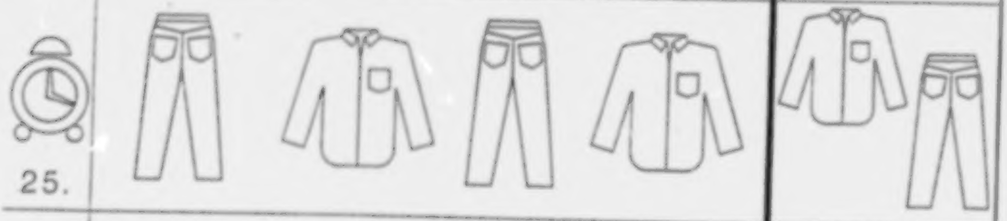

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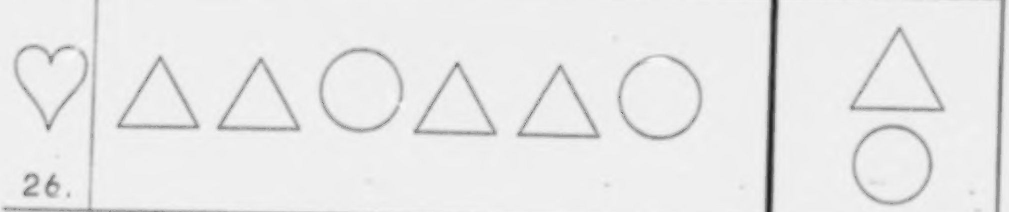

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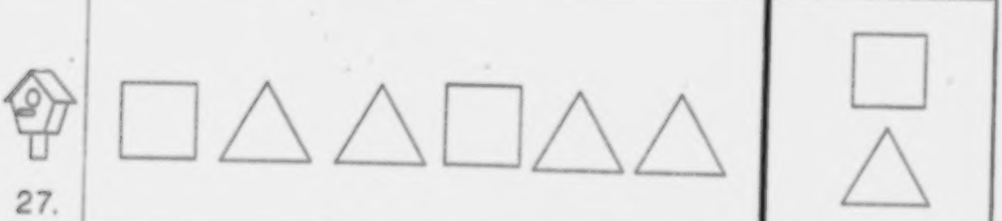

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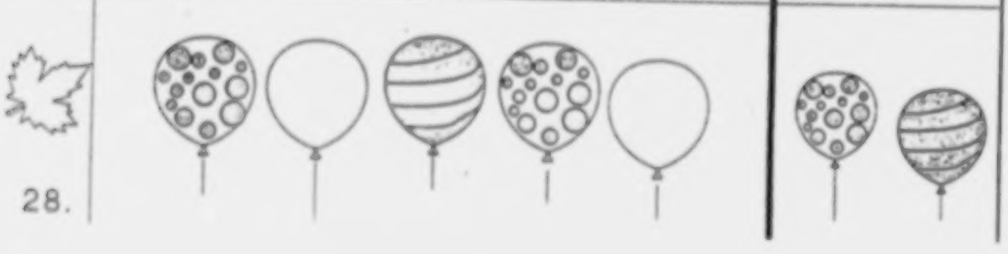

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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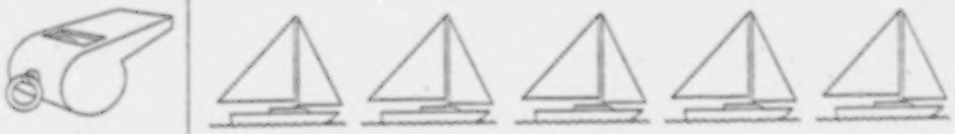

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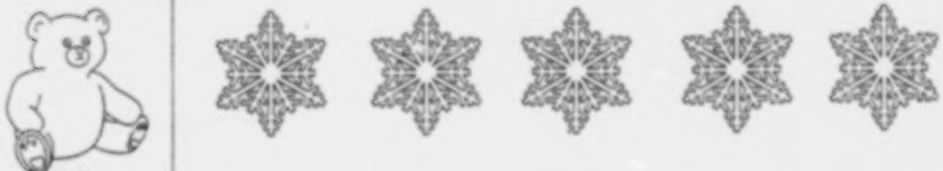

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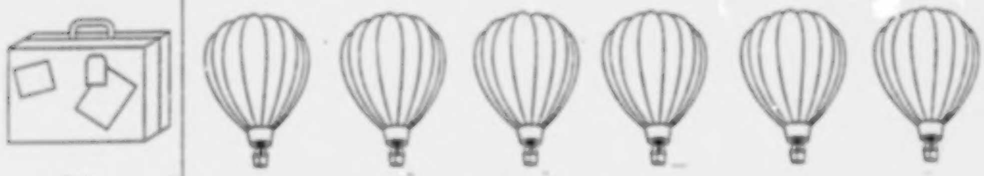

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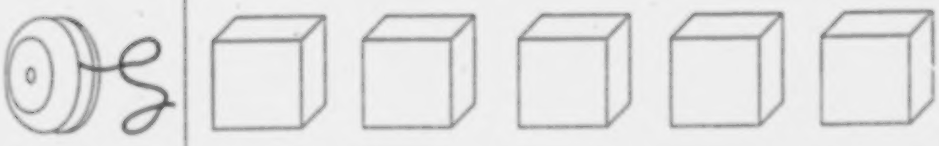

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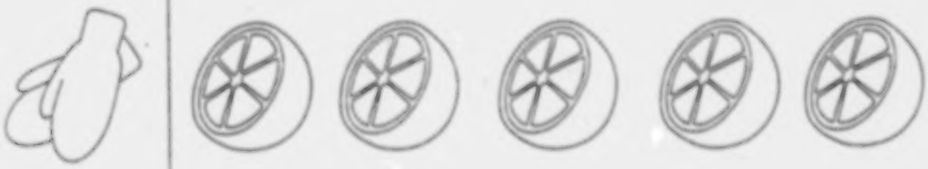

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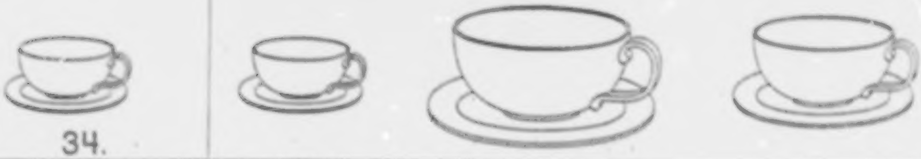
KINDERGARTEN MATHEMATICS



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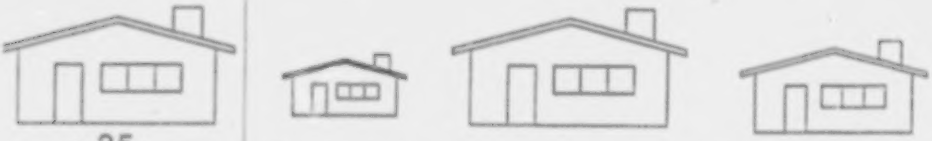

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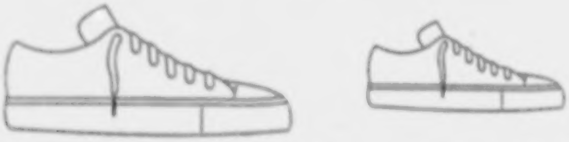

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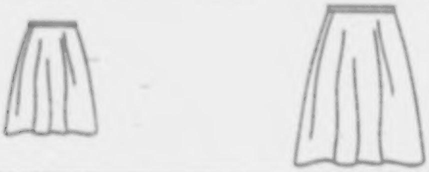

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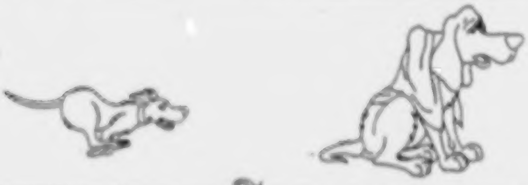

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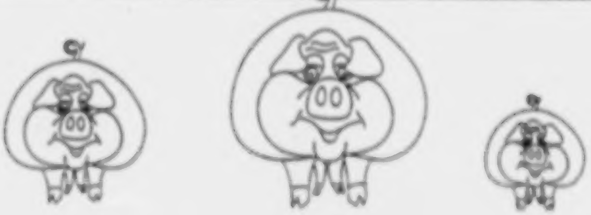

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Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

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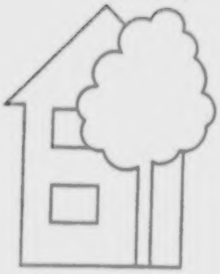

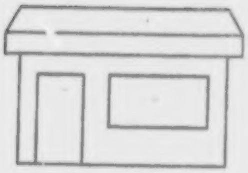

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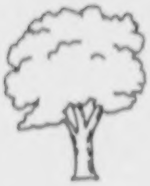

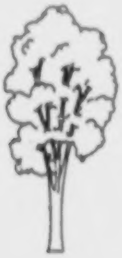

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

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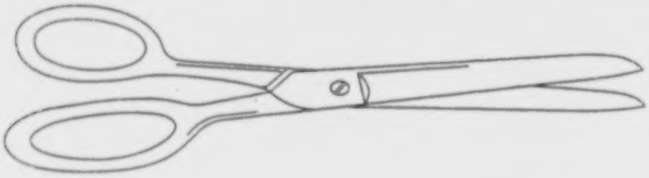

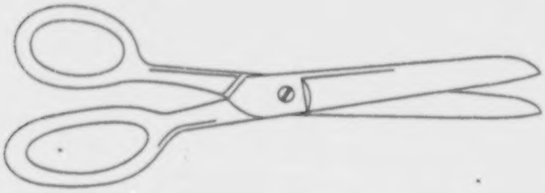

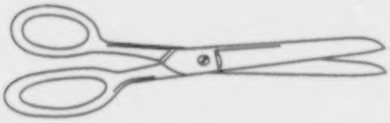

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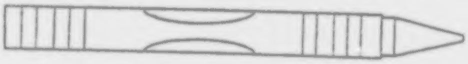

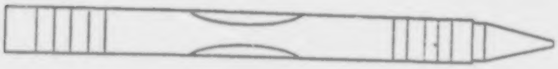

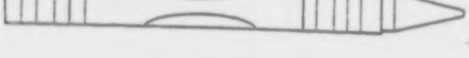

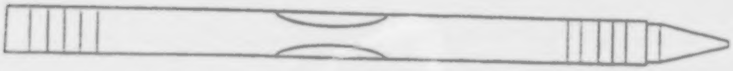

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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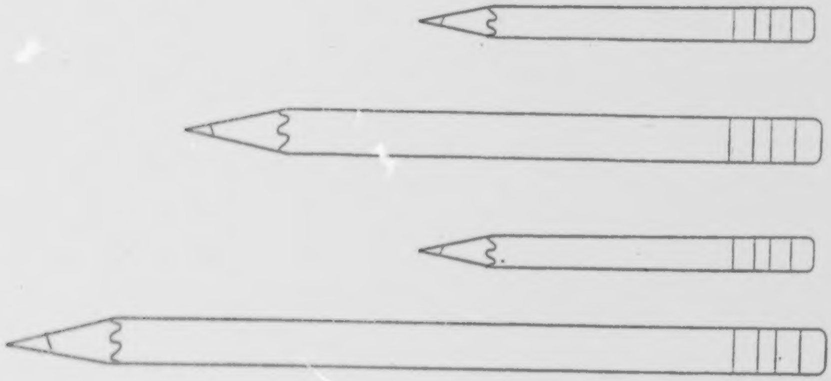

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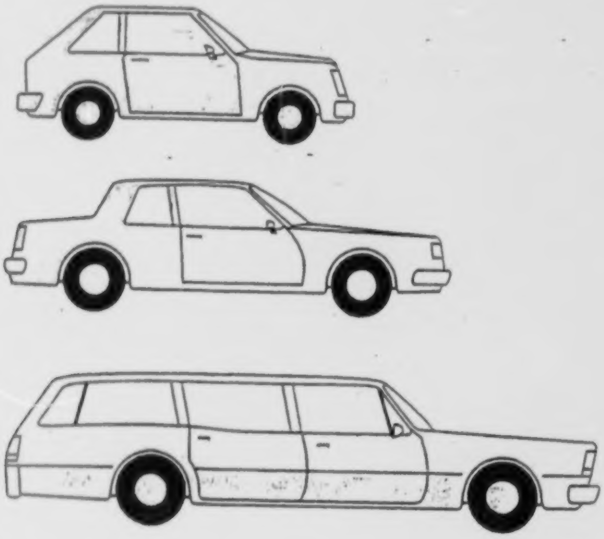

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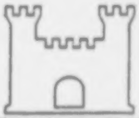

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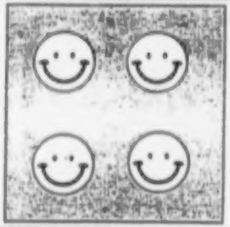

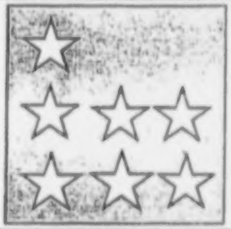

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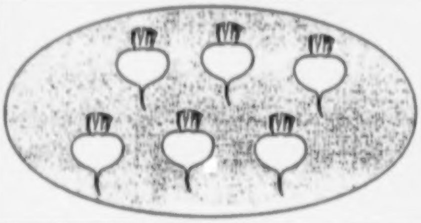

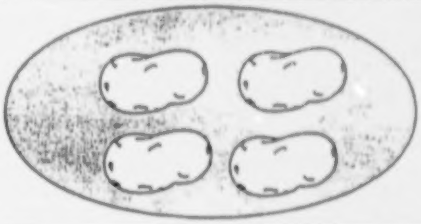

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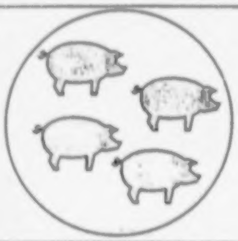

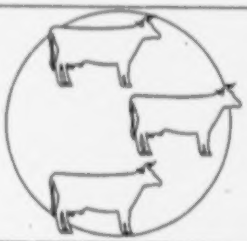

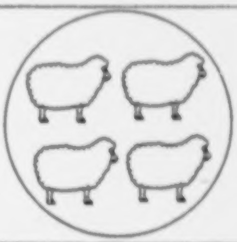

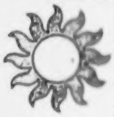

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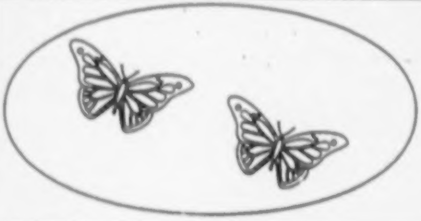

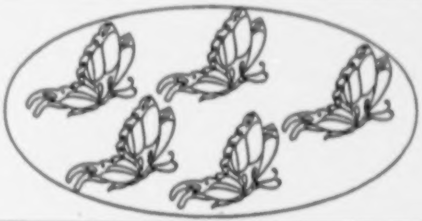

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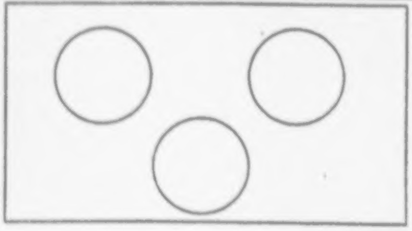

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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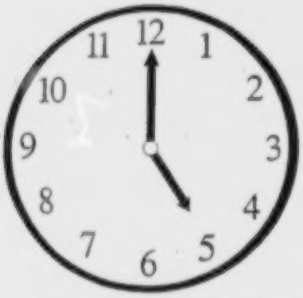

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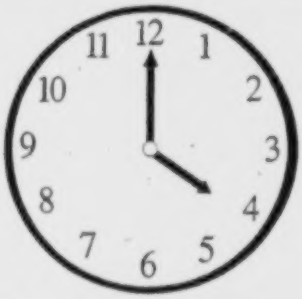

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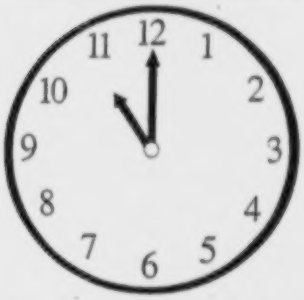

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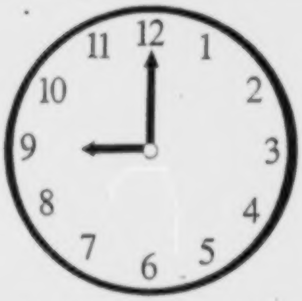

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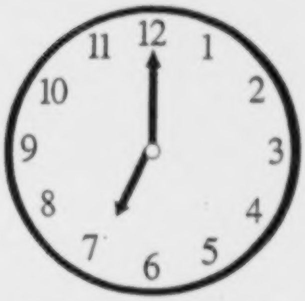

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57.

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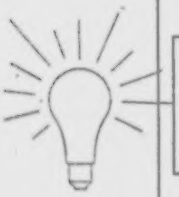

58.

4	5		7		9

59.

6		8	9		11

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Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

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MATHEMATICS

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60.

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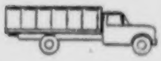

61.

Draw a rectangle.

62.

Draw a triangle.

63.

Draw a square.

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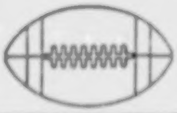
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS



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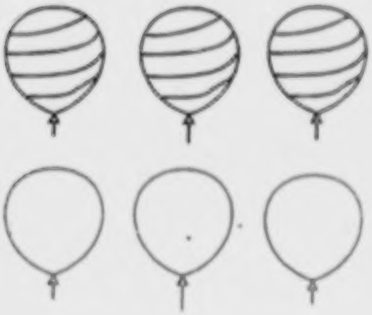
64.



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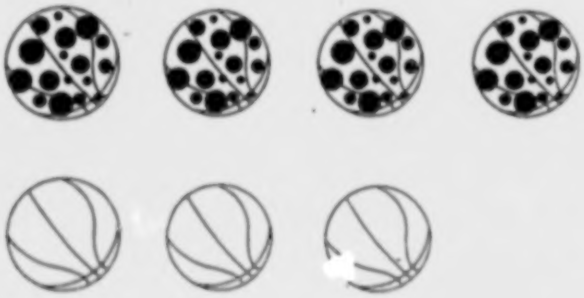
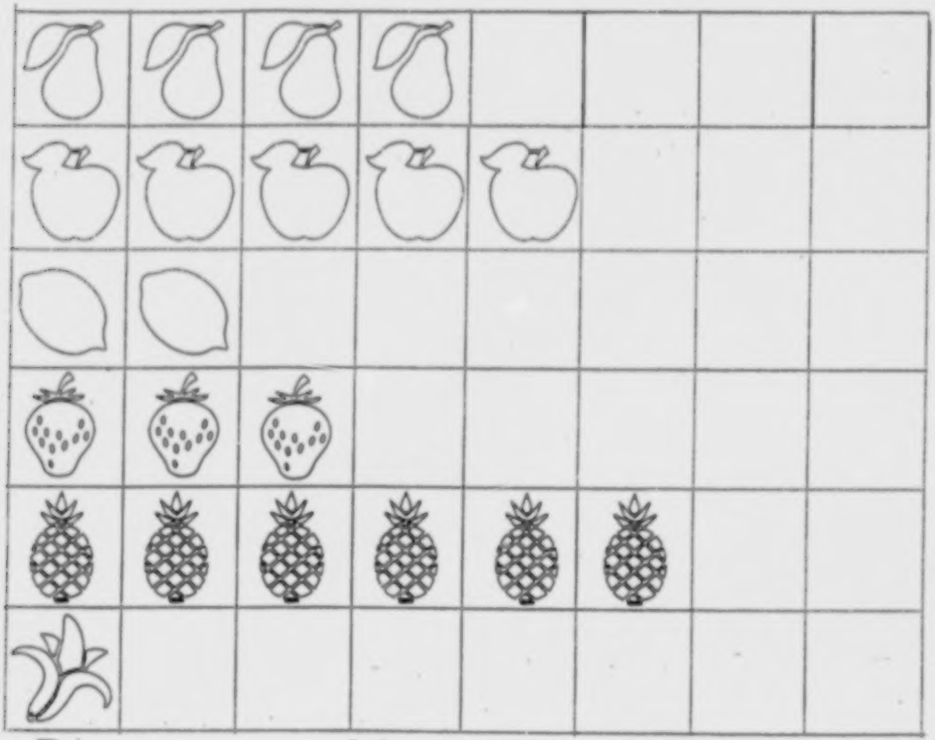


Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN MATHEMATICS

Page 18



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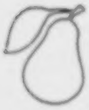

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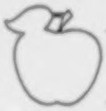
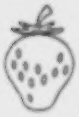


67. ______

68. ______



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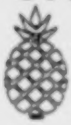

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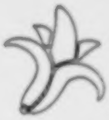


Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN

FREE RESPONSE

name

date

---

71. This is an oral assessment. The student must count to 50 correctly, without prompting, two out of three times to complete the standard. The teacher should note on his/her records the dates that skill was checked. Skills may be checked any time during second semester.

---

72. Provide each student with 15 cubes. Have the student separate 5 cubes from the pile of 15. Have the student return the 5 cubes to the original pile of fifteen.

☐ Correct
☐ Not Mastered

73. Provide each student with 15 cubes. Have the student separate 10 cubes from the pile of 15. Have the student return the 10 cubes to the original pile of fifteen.

☐ Correct
☐ Not Mastered

SCORES TO BE COMPILED WITH CRT ITEMS.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN
FREE RESPONSE

---

74. Use red, blue and yellow cubes to make a pattern.

Provide each student with six snap cubes, two red, two yellow, and two blue. Ask the student to make and explain an A-B-C pattern. Child gets 1 point for making the pattern correctly and 1 point for explaining the pattern.

Made pattern correctly: Yes ___ No ___

Explained pattern: Yes ___ No ___

---

75. Numerical Identification

Ask each student individually to tell you the name of the numeral as you point to it.

Teacher: When assessing throughout 2nd semester, you do not have to use this form, but the numerals should always be checked "flash card method" and not in counting sequence.

2 5 3 0 1 4 7 9 6 10

Scoring note: To receive credit, every numeral must be correctly identified.

---

76. Recite the days of the week.

Check individually (orally in correct sequence).

Scoring note: to receive credit, every day must be stated in order.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class A)

KINDERGARTEN
FREE RESPONSE

3

The teacher should display for the child real coins: penny and nickel

77. When shown real coins, the child will be able to pick out (point to) the penny.

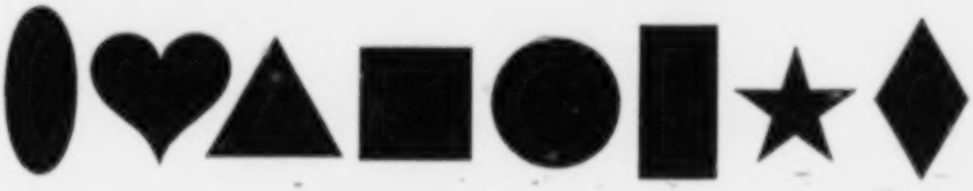
Yes ____ No ____

78. When shown real coins, the child will be able to pick out (point to) the nickel.

Yes ____ No ____

---

79. Have the student point to the square, rectangle, triangle, and circle.



One-on-one conference between child and teacher.

80. Tell me why we use a calendar. How does it help us?
(accept any reasonable answer)

81. What would you use a calendar for?
(accept any reasonable answer)

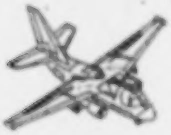
82. Show me where the calendar tells which month it is.
(child should point to month word on the calendar)

The teacher may use the calendar that the children use in their daily group lesson.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 1

Circle the letters that make the beginning sound for each picture.

P  tr pl sl bl

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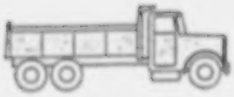
1  br tr st fr

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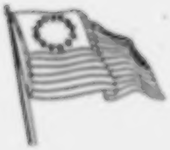
2  fl cl qu bl

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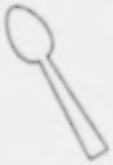
3  sn dr sp cr

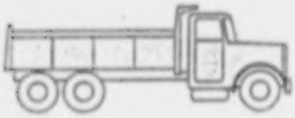
Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

2

Circle the letters that make the ending sound for each picture.

P



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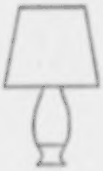

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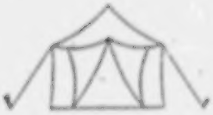

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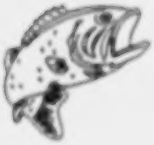

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Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 3

Circle the word that has the same vowel sound that you hear in the first word.

7

girl give shout horn her

8

try penny pie toy if

9

lost band eat nine paw

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

4

Read each sentence. Then read the four words under each sentence. Circle the word that makes sense in each sentence. The word must have the same vowel sound as the underlined word.

10 We went to find our new __.

car
then
pig
pet

---

11 I must go eat __.

now
lunch
fruit
trunk

---

12 Dick will __ in the pool.

list
float
swim
dive

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

Read each sentence. Then read the four words under each sentence. Circle the word that makes sense in each sentence. The word must have the same vowel sound as the underlined word.

13 Betsy told a funny __.

boat
joke
slow
way

---

14 My teacher is very __.

little
time
kind
tall

---

15 The game got wet in the__.

rain
snow
cake
bag

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

6

Read each sentence. Then read the four words under each sentence. Circle the word that makes sense in each sentence. The word must have the same vowel sound as the underlined word.

16 The boy found a worm in the __.

Roy
ground
apple
soil

---

17 Last week I saw a bird that __ its wing.

first
hurt
broke
store

---

18 At the circus the funny clown fell on the __.

car
boy
cloud
ground

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

7

Circle the word that best completes each sentence.

P The boy was ___ rope.

jump jumping

jumped jumps

19 Last week Tom and Jim ___ to the park.

walk walking

walks walked

20 When the mailman comes my dog ___ .

barking barked

barks bark

21 Mother is ___ lunch.

cooks cooking

cooked cook

22 The ___ was making a nest.

blackbird doghouse

bookstore building

23 The children went to the ___.

handsome without

everywhere playground

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 8

Circle the word that best completes each sentence.

24 I ___ know where my wagon is.

aren't	don't
hasn't	he'd

25 ___ have to be home on time.

It's	You're
You'll	Isn't

26 Pat's dog is small.
It's the ___ that I have ever seen.

smallest	tiny
test	lest

27 We have three ___ of apples.

boxes	boys
box	foxes

28 Five blue ___ were on the table.

herd	hates
hurt	hats

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 9

Write the root word at the top of each column of words.

P

____

singer
sings
singing

29

____

cleanest
cleans
cleaning

30

____

played
player
playing

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 10

Circle the word below that is the opposite of the word in the box.

31 As the boy walked through the mud puddle his shoes got dry.

pail wet set water

---

32 Billy was last in line.

funny walking first not

---

33 The car went up the street.

past on in down

Circle the word that makes sense in the sentence.

34 I __ a band coming down the street.

here music hear happy

---

35 The dog's __ was long and furry.

eye tail bone tale

---

36 Our flag is red, white and __.

green round blew blue

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 11

Circle the word that makes sense in both sentences.

37 The children played in the __.
Father had to __ the car.

yard clean park room

---

38 The men were __ a road.
That __ is very tall.

building place fixing planning

---

39 The farmer keeps his pigs in a __.
May I use your __ to write a letter?

desk pencil barn pen

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 12

What is the main idea of the story?

P

Ted's mother takes care of sick people all day. She is a doctor in a big hospital in the city. She likes to help people get well again. Ted wants to be a doctor some day, too.

___ The hospital is in the city.
___ Ted's mother is a doctor.
___ Ted wants to be a doctor.
___ Ted's mother helps people.

40

Ann went to the circus with her dad. She had some good food to eat. Then she sat down and saw some lions. She saw a funny man who made her laugh. It was a very good day at the circus.

___ Ann had a good day at the circus.
___ Ann likes to eat good food.
___ At the circus, Ann saw lions.
___ Ann laughed at a funny man.

GRADE 2 READING 13

What is the main idea of the story?

41 It was summer. Ben and Maria wanted to do something fun. So Ben went to Dad and said, "Can we go for a ride in the boat?"

"Yes, we can," said Dad.

Ben and Maria had fun on the boat ride with Dad. They saw a turtle in the water, and a duck with beautiful feathers. Ben and Maria saw a bear in a tree next to the pond. It was like going to the zoo!

____ Dad said Ben and Maria could go for a boat ride.
____ Ben and Maria saw a turtle.
____ Ben and Maria saw a bear in a tree.
____ Ben and Maria had fun on the boat ride.

---

42 May's funny pet Mack is a very fast monkey. He can skate as fast as May. He can run as fast as lightning.

He is the fastest pet on May's street.

____ May has a pet.
____ Mack is a fast monkey.
____ Mack can skate.
____ May can skate.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

14

Directions. Read each story. Place an X on the line by the correct answer.

Today, my mother and father are taking us to the beach. The water at the beach is cold. It feels good on a hot day. I love to splash in the waves. I like to look for shells near the water. The beach is a lot of fun.

43 What is the main idea of this story?

- ___ I like to look for shells near the water.
- ___ The beach is a lot of fun.
- ___ The water feels good.
- ___ I like to splash in the waves.

44 What time of the year were we at the beach?

- ___ summer
- ___ fall
- ___ winter
- ___ spring

Appendix M

Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

Directions. Read each story. Place an X on the line by the correct answer.

Ann lives and works on a farm. She grows food for her cows and hens. Today, Ann will plant corn seeds. She will bring food to the cows. Later, Ann will get eggs from the hens.

45 What is the main idea of this story?

- ____ Ann will get eggs.
- ____ Ann will plant corn seeds.
- ____ Ann does work on the farm.
- ____ Ann wants to move to the city.

46 Why did Ann plant corn?

- ____ Corn is Ann's favorite food.
- ____ Corn is food for cows and hens.
- ____ Corn grows on all farms.
- ____ Corn is food for lions.

GRADE 2 READING

Directions. Read each story. Place an X on the line by the correct answer.

Bobby made a very good toolbox. He used his saw, hammer, and some nails. Bobby's mother helped him a little, but he did most of the work. Before he put the tools in the box, Bobby painted it red. Then he used it to help his friends build a treehouse.

47 **What is the main idea of this story?**

___ Bobby had a saw.
___ Bobby's mother helped him a little.
___ Bobby made a toolbox.
___ The toolbox was red.

---

48 **Number the sentences to show the order that they happened in the story.**

___ His mother helped him a little.
___ After putting his tools inside, he helped his friends build a treehouse.
___ He painted it red.
___ Bobby used his tools to make a toolbox.

GRADE 2 READING

Directions. Read each story. Place an X on the line by the correct answer.

Last night, I did not feel very well. Today, Dad said that I had to stay in bed and sleep a lot. I could not see my friends. It was no fun.

49 What is the main idea of this story?

____ I could not see my friends.
____ It is no fun to be sick.
____ I felt great today.
____ Dad said I had to stay in bed and sleep a lot.

GRADE 2 READING 18

Read the sentence and question. Circle one answer.

50 *The man walked into the house to get a drink.*

Where did the man go?

The man into the house

walked to get a drink

---

51 *The boys and girls will do math after lunch in the room.*

When will the children do math?

in the room after lunch

the boys and girls will do math

---

52 *The little girl is jumping rope on the playground with her friend.*

Who is jumping rope?

is jumping rope with her friend

the little girl on the playground

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

Read the sentence and question. Circle one answer.

53 *Dad went to the store to get candy for everyone.*

What did Dad go to get?

the store
candy
Dad
everyone

Number the words to show a-b-c order.

54

___ three
___ people
___ river
___ nails

55

___ many
___ just
___ light
___ king

56

___ plant
___ pretty
___ paste
___ peel

57

___ line
___ lunch
___ letter
___ lost

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

revised 3-98

CONTENTS

ONE

Baby Chick 7
A Dog for Ben 10
The Little Green Turtle . .15

TWO

A Cowboy's Day 19
The Fireman's Hat 24
Spaceman Sam 28

Circle the correct answer to each question.

58 On what page does the story about space begin?

28 10 24 7

59 What story begins on page 10?

The Little Green Turtle A Dog for Ben

Baby Chick A Cowboy's Day

60 Which story is in Part One?

Spaceman Sam A Fireman's Hat
The Little Green Turtle A Cowboy's Day

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

Read the directions and do what they say to do.

P Write your name in the box.
Circle the first 2 letters in your name.

61 Draw 3 short lines in this box.
Write your name on the last line.

62 Draw a picture of a string in the box.
Put 3 red beads on this string.

63 Write a word on each of the lines.
Underline the word on the top line in red.

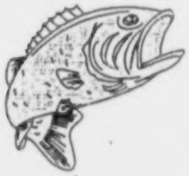
Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

22

Read the story. Place an X on the line by the best answer.

P



Mike and Dick went fishing.
They rode their bikes to the pond.
First they looked for sticks to fish with.
Then they found a good place to sit.
They both got a lot of fish.

---

a What did the boys ride to the pond?

____ their birds
____ their bikes
____ their bills
____ their car

---

b What did the boys do at the pond?

____ They went swimming.
____ They played on the swings.
____ They cut the grass.
____ They went fishing.

---

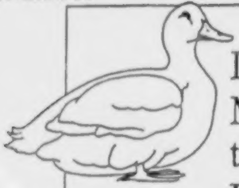
c What can you tell about the fishing at the pond?

____ It was good.
____ It was not good.
____ It was warm.
____ All the fish got away.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

revised 3-98



Last Saturday the boys were playing ball. Mike said, "I can't find the ball. You hit the ball so far that it may be in the pond. But, let's look over here in the high grass." Mike and Ted began to pull the high grass apart. There they saw five eggs. Mike put out his hand to get an egg. "Oh, oh! My hand!" Mike cried. "Quack, quack!" said the mother duck as she went after Mike. Away the boys ran!

Place an X on the line by the correct answer.

64 What is the main idea of this story?

___ The boys pulled the grass apart.
___ The boys found duck eggs.
___ Some baby ducks quacked.
___ The high grass was green.

65 Where did the boys find the eggs?

___ under the mother duck
___ in the pond
___ in the high grass
___ on the playground

66 What was the mother duck doing?

___ eating grass
___ swimming in the pond
___ watching over her eggs
___ flying over the lake

67 Who were the boys in the story?

___ Mike and Frank
___ Mike and Ted
___ Mike and Mark
___ Ted and Mark

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

24

68 Number the sentences to show the order that they happened in the story.

____ The boys found five eggs.
____ The boys ran from the duck.
____ Mike and Ted were looking for their ball in high grass.
____ Mike put out his hand to get an egg.

---

69 When did the story take place?

____ last week-end
____ last summer
____ last Saturday
____ the other day

---

70 What happened to Mike's hand?

____ His hand slipped into the pond.
____ The duck bit Mike's hand.
____ Ted stepped on it.
____ He cut his finger.

---

71 What did the boys find in the grass?

____ their ball
____ chicken eggs
____ their ball glove
____ duck eggs

GRADE 2 READING

Most baby snakes stay inside their shells for two or three months.

Then the baby snakes come out of their shells. About half of the baby snakes are males. About half are females.

Each baby snake has a tiny tooth, called an egg tooth. When the little snake is ready to come out of its shell, it makes a hole in the shell with its egg tooth. Then it crawls out through the hole.

A few hours later, the egg tooth will fall off. The baby snake does not need it anymore.

Place an X by the correct answer to the questions.

72 How long do baby snakes stay inside their shells?

___ 1 or 2 months ___ 3 or 4 months
___ 2 or 3 months ___ 2 or 3 days

73 What is the baby snake's tiny tooth called?

___ baby tooth ___ egg tooth
___ front tooth ___ small tooth

GRADE 2 READING

74 How many baby snakes are male?

___ none of the snakes
___ all of the snakes
___ most of the snakes
___ about half of the snakes

---

75 When does the baby snake lose its egg tooth?

___ when it grows longer
___ when it goes to sleep
___ after it is hatched from the egg
___ before it is hatched

---

76 Each baby snake has a tiny tooth.
Which word below means the same as tiny?

___ big
___ little
___ shell
___ hard

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

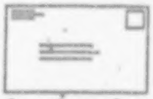
GRADE 2 READING 2

READ THE STORY.

One summer day, Amelia Bedelia decided to look for a job. She walked for a block or so. She saw a sign in a window. It said FILE CLERK WANTED. "Now I wonder what a file clerk is?" she said. "I'll just go in and find out."

A man met her. "Are you a file clerk?" he asked. "I will be one," said Amelia Bedelia, "if you will tell me what to do."

"All right, " said the man. "First, take these letters. They need stamps. Then file these papers."



"I'll do that," said Amelia Bedelia. The man went into his office. Amelia Bedelia looked at the letters. "Now should I stamp them all at once or one at a time?" she thought. "I better do them one at a time." So Amelia Bedelia took each letter. She put it on the floor. And Amelia Bedelia stamped on it.

"There," she said. "That should be enough stamps. Now I better get these papers filed." Amelia Bedelia looked at the papers. Then she looked in her purse. She found a fingernail file.

"It sure is small to file all these papers. But I will do the best I can." And Amelia Bedelia began to file the papers.

The man came back. "Stop!" he said. "What are you doing!" "Just filing your papers," said Amelia Bedelia. "Do you have a bigger file?" "Oh, no!" said the man.

Put an X in front of the correct answer to the question. You may look back.

77 Where did Amelia Bedelia go to find a job?

____ the grocery store ____ the zoo

____ an office ____ the park

78 Who is the main character in this story?

____ a man ____ Amelia Bedelia

____ children ____ the floor

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Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING 2

79 What did the man want Amelia Bedelia to stamp?

___ the floor ___ some packages

___ the letters ___ her hand

---

80 What do you think happened after the man came back into the room?

___ He said, "Good job!"

___ He said, "Clean up the mess and leave."

___ He said, "I like the way you stamped the letters."

___ He said, "Would you file my nails?"

---

81 What did the man ask Amelia Bedelia to do first?

___ stamp the letters ___ answer the telephone

___ file the papers ___ put the letters on the floor

---

82 What is the main idea of the story?

___ Amelia Bedelia was good at her job.

___ Amelia Bedelia found a job she could not do right.

___ Amelia Bedelia could not find a job.

___ The man was pleased with Amelia Bedelia's work.

GRADE 2 READING 2

Anthology - Once Upon A Hippo

Put an X before the correct answer.

83 On what page of the glossary would you find the word bank?

___ 127 ___ 123
___ 124 ___ 122

84 On what page of the glossary would you find the word listen?

___ 123 ___ 124
___ 126 ___ 125

85 On what page of the glossary would you find the word trace?

___ 123 ___ 124
___ 127 ___ 126

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

THE WOLF'S CHICKEN STEW

There once lived a wolf who loved to eat more than anything else in the world. As soon as he finished one meal, he began to think of the next.

One day the wolf got hungry for chicken stew.

All day long he walked across the forest looking for a delicious chicken. Finally he spotted one.

"She is just perfect for my stew," he thought.

The wolf crept closer. But just as he was about to grab his meal, he had another idea.

"If there were just some way to fatten this chicken a little more," he thought, "there would be all the more stew for me." So. . . the wolf ran home to his kitchen, and he began to cook.

First he made a hundred tasty pancakes. Then, late at night, he left them on the chicken's porch.

"Eat well, my pretty chicken," he cried. "Get nice and fat for my stew!"

The next night he brought a hundred tasty doughnuts.

"Eat well, my pretty chicken," he cried. "Get nice and fat for my stew!"

And on the next night he brought a delicious cake weighing a hundred pounds.

"Eat well, my pretty chicken," he cried. "Get nice and fat for my stew!"

At last, all was ready. This was the night he had been waiting for. He put a large stew pot on the fire and set out joyfully to find his dinner.

"That chicken must be as fat as a balloon by now, " he thought. "Let's see."

He peeked into the chicken's house.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

Put an X before the correct answer to each question.
You may look back in the story.

86 Think about what happened in the story. What should the wolf see as he peeked into the chicken's house?

____ a marching band
____ a family of wolves
____ a fire in the fireplace
____ a big, fat chicken

87 What is the main idea of the story?

____ The wolf was looking for a friend in the forest.
____ A hungry wolf tried to fatten a chicken to make stew.
____ The wolf brought bread, pies, and candy for the chicken to eat.
____ The wolf began to cook in his kitchen.

88 Where did the wolf find the chicken?

____ on a farm
____ in his kitchen
____ on the porch
____ in the forest

89 When did the wolf leave food on the chicken's porch?

____ late at night
____ this morning
____ one day
____ all day long

GRADE 2 READING

90 **What food did the wolf use to fatten the chicken?**

____ cookies, candy and doughnuts
____ pancakes, doughnuts and cake
____ cake, pie and pancakes
____ eggs, pancakes and ham

---

91 **Who were the main characters in this story?**

____ a pig and a wolf
____ a cook and a wolf
____ doughnuts and a chicken
____ a wolf and a chicken

---

92 **Number the sentences to show the order that they happened in the story.**

____ The wolf went to the chicken's house and peeked in.

____ The wolf spotted a chicken as he walked through the forest.

____ The wolf cooked pancakes, doughnuts and cake in his kitchen.

____ He wanted to fatten the chicken he found.

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE 2 READING

93 Why did the wolf want to fatten the chicken?

____ There would be more stew for him.
____ He was going to sell it.
____ The chicken asked for more food.
____ Because he was sick.

94 Which word in this story means the same as delicious?

____ pretty
____ nice
____ tasty
____ hungry

95 Which word means the same as night?

____ afternoon
____ evening
____ morning
____ day

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 1

GRADE TWO MATHEMATICS

1. Add. Circle the sum.

6 + 2 = ____

A. 4
B. 7
C. 8
D. 9

2. Add. Circle the sum.

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

A. 16
B. 14
C. 15

3. Add. Circle the sum.

$$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$$

A. 16
B. 15
C. 14

4. Subtract. Circle the difference.

8 - 6 = ____

A. 14
B. 1
C. 2

5. Subtract. Circle the difference.

$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

A. 6
B. 7
C. 8

6. Subtract. Circle the difference.

$$\begin{array}{r} 13 \\ -5 \\ \hline \end{array}$$

A. 7
B. 8
C. 9

7. Add.

$$\begin{array}{r} 3 \\ 6 \\ +7 \\ \hline \end{array}$$

A. 17
B. 19
C. 16

8.

$$\begin{array}{r} 4 \\ 6 \\ +5 \\ \hline \end{array}$$

A. 13
B. 15
C. 17

Appendix M

Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO
MATHEMATICS

9. Add. Circle the sums.

$$\begin{array}{r}45\\+24\\\hline\end{array}$$

A. 79
B. 69
C. 21

10.

$$\begin{array}{r}57\\+6\\\hline\end{array}$$

A. 65
B. 53
C. 63

11.

$$\begin{array}{r}38\\+43\\\hline\end{array}$$

A. 71
B. 81
C. 15

12.

$$\begin{array}{r}27\\+20\\\hline\end{array}$$

A. 57
B. 29
C. 47

13. Subtract. Circle the difference.

$$\begin{array}{r}45\\-17\\\hline\end{array}$$

A. 38
B. 27
C. 28

14.

$$\begin{array}{r}46\\-33\\\hline\end{array}$$

A. 13
B. 3
C. 23

15.

$$\begin{array}{r}67\\-19\\\hline\end{array}$$

A. 52
B. 58
C. 48

16.

$$\begin{array}{r}64\\-12\\\hline\end{array}$$

A. 56
B. 52
C. 76

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 3

GRADE TWO MATHEMATICS

17. Add. Circle the sums.

$$\begin{array}{r} 234 \\ +525 \\ \hline \end{array}$$

A. 311
B. 758
C. 759
D. 768

18. Add. Circle the sums.

$$\begin{array}{r} 710 \\ +184 \\ \hline \end{array}$$

A. 674
B. 874
C. 890
D. 894

19. Add. Circle the sums.

$$\begin{array}{r} 632 \\ +267 \\ \hline \end{array}$$

A. 889
B. 899
C. 909
D. 999

20. Subtract. Circle the difference.

$$\begin{array}{r} 997 \\ -237 \\ \hline \end{array}$$

A. 760
B. 767
C. 650
D. 750

21. Subtract. Circle the difference.

$$\begin{array}{r} 894 \\ -353 \\ \hline \end{array}$$

A. 651
B. 641
C. 551
D. 541

GRADE TWO MATHEMATICS

Choose the number sentence that fits the story.

22. 7 children went hiking.
5 children stopped to rest.
How many children were still hiking?

A. 5 + 2 = 7 children
B. 7 - 3 = 4 children
C. 7 - 5 = 2 children

---

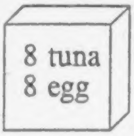
23. There are 5 children going to the party. 8 children will join them later at the party. How many children will be at the party?

A. 8 - 5 = 3
B. 5 + 8 = 13
C. 13 - 8 = 5

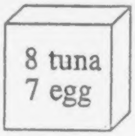
---

24. Plan your school lunch. You need 16 sandwiches in all. Choose the box that has enough sandwiches.

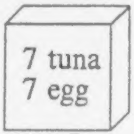
A.



B.



C.



---

25. Jane has 14 hairclips.
Angela has 9 hairclips.
How many more hairclips does Jane have?

A. 14 - 9 = 5
B. 14 - 4 = 10
C. 14 - 5 = 9

---

26. The family went to a baseball game at 1:00 o'clock. They stayed for 4 hours. Ring the answer that shows when they left the game.

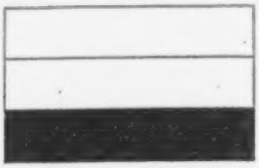
A. 5:00
B. 9:00
C. 4:00

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 5

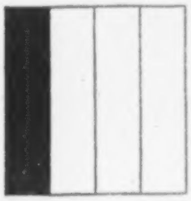
GRADE TWO
MATHEMATICS

27. Ring the correct fractions to show the shaded area.



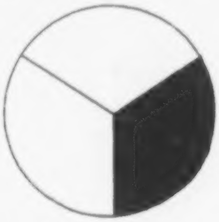
A. $\frac{1}{2}$ B. $\frac{1}{3}$ C. $\frac{1}{4}$

28.



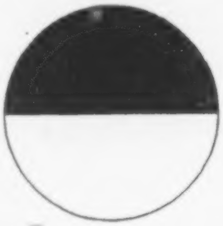
A. $\frac{1}{4}$ B. $\frac{2}{4}$ C. $\frac{3}{4}$

29.



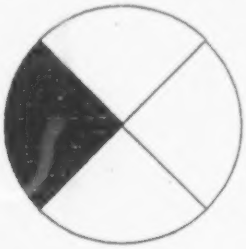
A. $\frac{1}{2}$ B. $\frac{1}{3}$ C. $\frac{1}{4}$

30.



A. $\frac{1}{2}$ B. $\frac{1}{3}$ C. $\frac{2}{3}$

31.



A. $\frac{1}{2}$ B. $\frac{1}{3}$ C. $\frac{1}{4}$

GRADE TWO MATHEMATICS

COMPLETE COUNTING PATTERN. CIRCLE THE MISSING NUMBER.

32. 699, ______, 701

A. 698
B. 600
C. 700

33. ______, 400, 401

A. 399
B. 300
C. 390

34. 15, 17, ____, 21

A. 18
B. 19
C. 16
D. 20

35. 400, 500, 600, ____, ____

A. 900, 1000
B. 600, 700
C. 800, 900
D. 700, 800

36. 390, 395, ____, 405

A. 396
B. 397
C. 401
D. 400

37. 910, 920, 930, ____

A. 904
B. 931
C. 940
D. 935

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO MATHEMATICS

COMPLETE COUNTING PATTERN. CIRCLE THE MISSING NUMBER.

38. 548, 550, 552, ____

A. 554 B. 553 C. 551 D. 526

39. 60, ____ , 80, 90

A. 81 B. 65 C. 70 D. 90

40. 465, 470, 475, ____

A. 481 B. 480 C. 476 D. 485

41. 805, ____ 815, 820

A. 801 B. 806 C. 810 D. 851

42. 600, 700, 800, ____ , ____

A. 801, 802 B. 810, 820 C. 900, 1000 D. 900, 100

43. 836, 838, ____ , 842

A. 837 B. 839 C. 841 D. 840

44. 170, 180, 190, ____

A. 200 B. 191 C. 189 D. 210

45. 100, 200, 300, ____ , ____

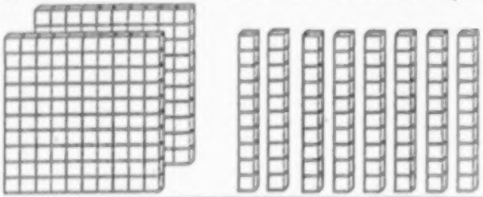
A. 400, 500 B. 500, 600 C. 400, 600 D. 300, 400

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO MATHEMATICS

---

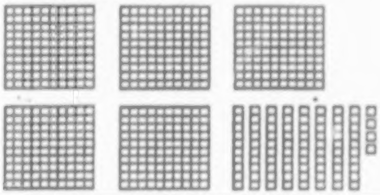
46. Choose the number of hundreds, tens, and ones.



A. 802
B. 280
C. 208
D. 281

---

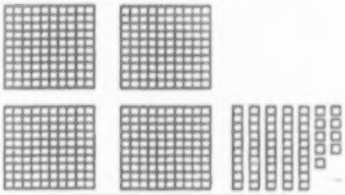
47. How many are there?



A. 854
B. 584
C. 580
D. 574

---

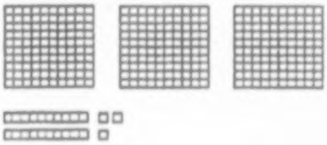
48. How many are there?



A. 40059
B. 549
C. 459
D. 457

---

49. How many are there?



A. 30013
B. 320
C. 323
D. 332

---

50. 857 is the same as

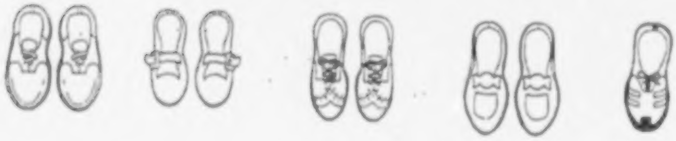
A. 8 hundreds, 7 tens, 5 ones
B. 8 hundreds, 5 tens, 7 ones
C. 8 hundreds, 5 tens, 5 ones
D. 7 hundreds, 5 tens, 8 ones

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO
MATHEMATICS

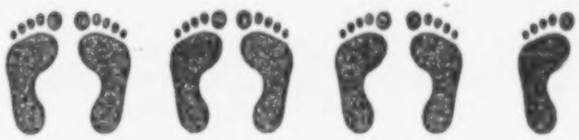
Choose odd or even.

51.



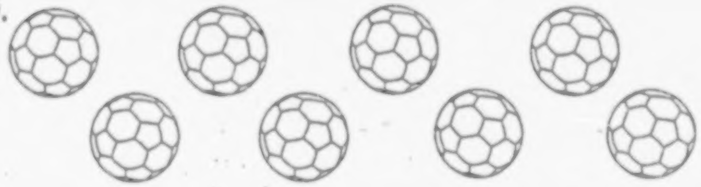
A. odd
B. even

52.



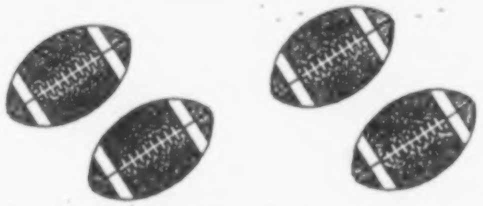
A. odd
B. even

53.



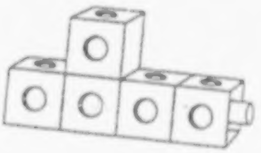
A. odd
B. even

54.



A. odd
B. even

55.



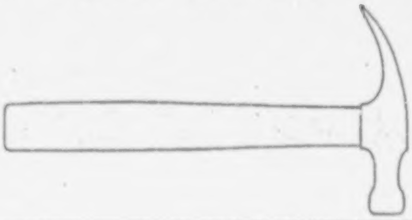
A. odd
B. even

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO MATHEMATICS

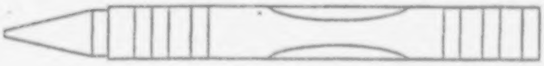
MEASURE TO THE NEAREST INCH. RING THE CORRECT ANSWER.

56.



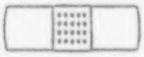
A. 4 inches
B. 2 inches
C. 5 inches
D. 3 inches

57.



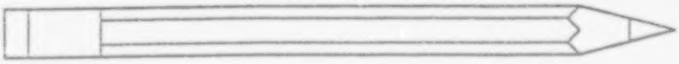
A. 5 inches
B. 4 inches
C. 6 inches
D. 3 inches

58.



A. 2 inches
B. 3 inches
C. 6 inches
D. 1 inch

59.



A. 4 inches
B. 9 inches
C. 5 inches
D. 2 inches

60.

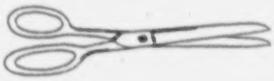
A. 1 inch
B. 3 inches
C. 6 inches
D. 8 inches

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO MATHEMATICS

MEASURE USING THE CENTIMETER RULER. RING THE CORRECT ANSWER.

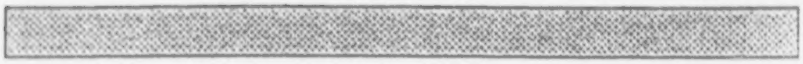
61.



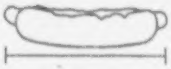
A. 7 centimeters
B. 6 centimeters
C. 5 centimeters
D. 4 centimeters

62.

A. 14 centimeters
B. 16 centimeters
C. 13 centimeters
D. 15 centimeters

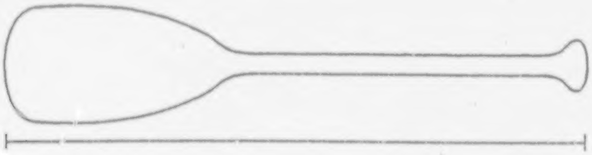


63.



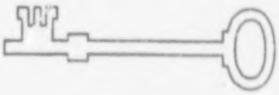
A. 2 centimeters
B. 4 centimeters
C. 1 centimeter
D. 3 centimeters

64.



A. 11 centimeters
B. 5 centimeters
C. 14 centimeters

65.



A. 5 centimeters
B. 6 centimeters
C. 4 centimeters
D. 3 centimeters

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

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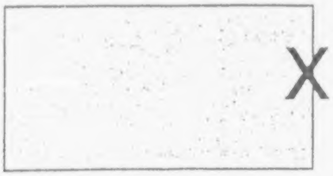
GRADE TWO MATHEMATICS

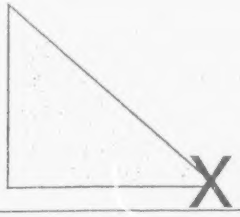
CIRCLE THE WORD THAT TELLS WHERE THE "X" IS.

66.



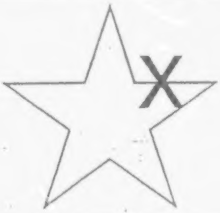
A. Circle
B. Diamond
C. Side
D. Corner

67.



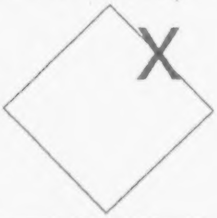
A. Circle
B. Square
C. Diamond
D. Corner

68.



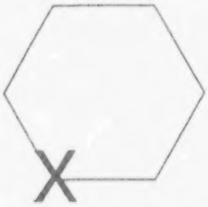
A. Side
B. Corner
C. Square
D. Circle

69.



A. Circle
B. Triangle
C. Side
D. Corner

70.



A. Side
B. Corner
C. Circle
D. Square

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE TWO MATHEMATICS

---

71. Count on by 10s. Choose the next number.

37, 47, _____

A. 48
B. 57
C. 27

---

72. Count back by 10s. Choose the missing number.

_____, 78, 88

A. 98
B. 77
C. 68

---

73. Count on by 10s. Choose the next number.

780, 790, _____

A. 700
B. 800
C. 799

---

74. Count back by 10s. Choose the missing number.

_____, 350, 360

A. 380
B. 390
C. 340

---

75. Count on by 10s. Choose the next number.

510, 520, _____

A. 530
B. 350
C. 550

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

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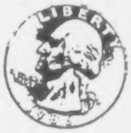
GRADE TWO MATHEMATICS

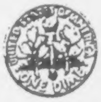
IDENTIFY COIN. CIRCLE CORRECT ANSWER.

76.



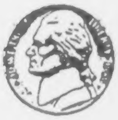
A. quarter
B. dime
C. nickel
D. penny

77.



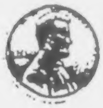
A. quarter
B. dime
C. nickel
D. penny

78.



A. quarter
B. dime
C. nickel
D. penny

79.



A. quarter
B. dime
C. nickel
D. penny

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 1

GRADE Two
MATHEMATICS
FREE RESPONSE

1

6 + 3 = ______

2

7 + 5 = ______

3

17 - 8 = ______

4

$$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$$

5

14 - 7 = ______

6

☐ + 4 = 7

7

☐ + 2 = 5

8

5 + ☐ = 13

9

9 + ☐ = 17

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

10 Add

7
2
+8

11

6
4
5
+7

12

5
8
+6

13 Add. Write the sums.

75
+14

14

27
+33

15

47
+72

16

68
+8

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 3

GRADE Two
MATHEMATICS
FREE RESPONSE

17 Subtract. Write the difference.

$$\begin{array}{r} 37 \\ -26 \\ \hline \end{array}$$

18

$$\begin{array}{r} 78 \\ -46 \\ \hline \end{array}$$

19

$$\begin{array}{r} 66 \\ -57 \\ \hline \end{array}$$

20

$$\begin{array}{r} 60 \\ -21 \\ \hline \end{array}$$

21 Add. Write the sums.

$$\begin{array}{r} 523 \\ +454 \\ \hline \end{array}$$

22

$$\begin{array}{r} 406 \\ +293 \\ \hline \end{array}$$

23 Subtract. Write the difference.

$$\begin{array}{r} 689 \\ -407 \\ \hline \end{array}$$

24

$$\begin{array}{r} 875 \\ -434 \\ \hline \end{array}$$

Appendix M

Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

25 Rosa has 12 fish hooks. She gives away 6 of them. How many fish hooks does she have left?

______

26 Jan collected 50 baseball cards. Alan collected 30 baseball cards. How many more baseball cards did Jan collect than Alan?

______

27 Sue collected 14 toy cars. She gave away 9 of them. How many toy cars did Sue have then?

______

28 Juan finds 9 pink shells. Then he finds 9 white shells. How many shells does he find in all?

______

29 There are 6 children playing ball. Then 9 children join them to play ball. How many children are playing ball in all?

______

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 5

GRADE Two
MATHEMATICS
FREE RESPONSE

30 Write the number that is one more.

17 ☐

31

60 ☐

32

83 ☐

33

99 ☐

34 Write the number that is one less.

☐ 35

35

☐ 60

36

☐ 80

37

☐ 92

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

38 Count in order. Write the missing numbers.

88, ______, ______, ______, ______, ______, ______, 95

39 Count in order. Write the missing numbers.

501	502				506				510

40 Count in order. Write the missing numbers.

991				995					1,000

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

Write in the correct sign: >, <, or =

41 25 ○ 19

42 39 ○ 51

43 432 ○ 432

44 487 ○ 378

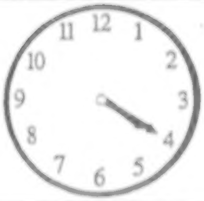
45 725 ○ 755

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

Write the times.

46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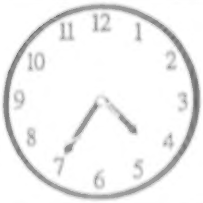
11

:

47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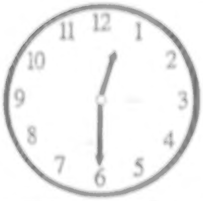
48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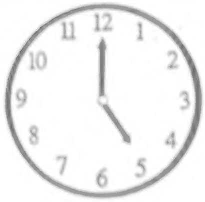
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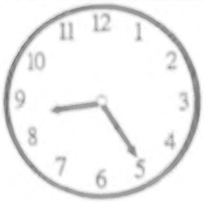
50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10
11

:

Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

GRADE Two
MATHEMATICS
FREE RESPONSE

51

Mrs. White's second grade class visited a farm. They decided to make a list of things they saw.

12 cows

3 tractors

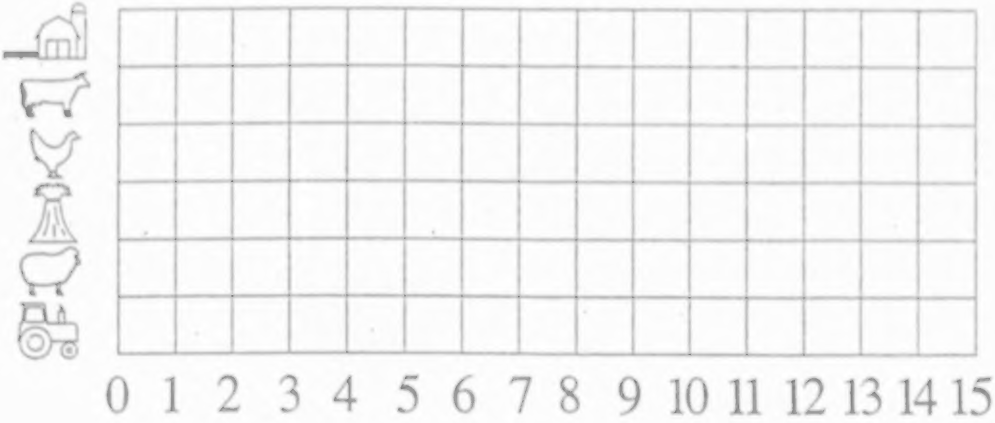
6 hens

4 haystacks

2 barns

10 sheep

Make a graph of what they saw.



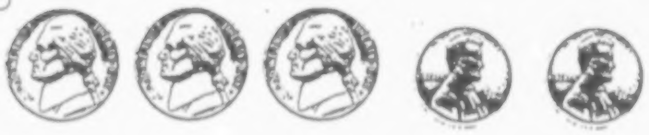
Appendix M
Criterion-Referenced Teacher-Made Reading and Math Tests (Class B)

PAGE 10

GRADE Two
MATHEMATICS
FREE RESPONSE

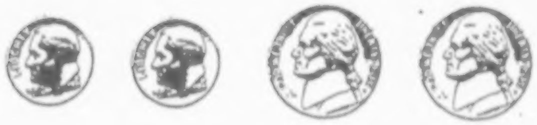
Count the value of groups of quarters, dimes, nickels and pennies.

52



______ ¢

53



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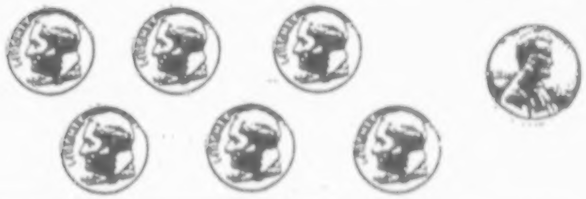
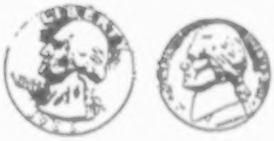
54



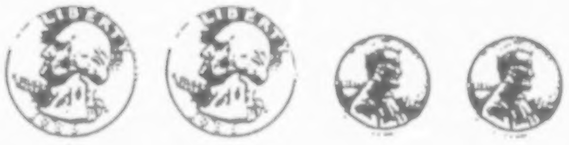
______ ¢

55



______ ¢

56



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Appendix N
Literature List (Classes A and B)

Suggested Literature List Targeting Social Skills
For Kindergarten Through Second Grade

Aesop's Fables

Aliki. *The two of Them*

Aliki. *We Are Best Friends*

Asch, Frank. *Bread and Honey*

Berenstain, Stan & Jan. *The Berenstain Bears and Too Much Teasing*

Berenstain, Stan & Jan. *The Berenstain Bears Learn to Share*

Berry, Joy. *Let's Talk About Teasing*

Berry, Joy. *Teach Me About Listening*

Bosch, C. *Bully on the Bus*

Bonsall, Crosby. *It's Mine! A Greedy Book*

Bougeois, Paulette. *Franklin Goes to School*

Bougeois, Paulette. *Franklin is Bossy*

Bougeois, Paulette. *Franklin is Messy*

Bougeois, Paulette. *Franklin's New Friend*

Bougeois, Paulette. *Franklin in the Dark*

Bougeois, Paulette. *Franklin's School Play*

Bougeois, Paulette. *Franklin's Secret Club*

Bougeois, Paulette. *Franklin is Lost*

Bougeois, Paulette. *Franklin Wants a Pet*

Bougeois, Paulette. *Franklin's Blanket*

Bridwell, Norman. *Clifford's Manners*

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Appendix N
Literature List (Classes A and B)

Brown, Marc. Arthur's Nose

Brown, Marc. Arthur's Eyes

Brown, Marsha. How, Hippo!

Brown, Marsha. Once a Mouse

Buerger, Jane. Obedience

Carle, Eric. The Grouchy Ladybug

Carle, Eric. The Mixed-Up Chameleon

Carlson, Nancy. I Like Me

Cleary, Beverly. Ramona the Pest

Cleary, Beveryl. Freckle Juice

Cohen, Miriam. Will I Have a Friend?

The Cheltenham (PA) Elementary School Kindergartners. We Are All Alike. We Are All Different

Cox, David. Bossyboots

Cuyler, Margery. Freckles & Willie

Demuth, Patricia Brennan. The Ornery Morning

DePaola, Tomie. Now One Foot, Now the Other

DePaola, Tomie. Oliver Button is a Sissy

DePaola, Tomie. Strega Nona

De Regniers, Beatrice Schenk. May I Bring a Friend?

Dragonwagon, Crescent. I Hate My Brother Harry

Dudley, Dick. The Troll Pop-Up Book of Manners

Duvoisin, Roger. Our Veronica Goes to Petunia's Farm

Evans, Katherine. The Boy Who Cried Wolf

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Appendix N
Literature List (Classes A and B)

Fiday, Beverly. Patience

Fiday, Beverly & Crowdy, Deborah. Respect

Friskey, Margaret. Indian Two Feet and His Eagle Feather

Friskey, Margaret. Indian Two Feet and His Horse

Gambill, Henrietta. Self-Control

Glazer, Tom. The More We Get Together

Goley, Elaine. Learn the Value of Responsibility

Goley, Elaine. Learn the Value of Manners

Goley, Elaine. Learn the Value of Self-Contol

Grimes, Nikki. Oh, Bother! Someone's Fighting

Guifoile, Elizabeth. Nobody Listens to Andrew

Hale, Inna. How I Found a Friend

Hallinan, P.K. That's What a Friend Is

Hoff, Syd. Who Will Be My Friends?

Hoffman, Mary. Amazing Grace

Hutchins, Pat. The Doorbell Rang

Hutchins, Pat. Good-Night Owl!

Joyce, Irma. Never Talk to Strangers

Katz, Bobbi. I'll Build My Friend a Mountain

Krasilovsky, Phyllis. The Man Who Didn't Wash His Dishes

Lionni, Leo. Fish is Fish

Lionni, Leo. Frederick

Lionni, Leo. Swimmy

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Appendix N
Literature List (Classes A and B)

Lystad, Mary. Millicent the Monster

Masteller, Sally. Feelings A to Z

McGovern, Ann. Little Wolf

McGovern, Ann. Too Much Noise

Minarik, Elsie. Little Bear's Friend

Numeroff, Laura Joffe. If You Give a Mouse a Cookie

Numeroff, Laura Joffe. If You Give a Moose a Muffin

Oram, Hiawyn. Angy Arthur

Palmer, P. Liking Myself

Palmer, P. The Mouse, The Monster, and Me

Pemberton, N. & Riehecky, J. Responsibility

Pfister, Marcus. The Rainbow Fish

Pfister, Marcus. Rainbow Fish to the Rescue

Powell, Richard. How to Deal With Friends

Prelutsky, Jack. For Laughing Out Loud: Poems to Tickle Your Funny Bone

Preston, Edna. The Temper Tantrum Book

Riehecky, Janet. Sharing

Ritchey, W. & Isaacs. I Think I Can, I Think I Can

Sharmot, Margorie. I'm Terrific

Schure, M. I Can Problem Solve

Vogel, Ilse-Margaret. The Don't Be Scared Book

Waber, Bernard. Ira Sleeps Over

Weissman, "Miss Jackie". Sing About Martin

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Appendix N
Literature List (Classes A and B)

White, E. B. Charlotte's Web

Wilder, Laura Ingalls. Little House in the Big Woods.

Wilder, Laura Ingalls. Little House on the Prairie

Wilder, Laura Ingalls. On the Banks of Plum Creek

Willis, Jeanne & Varley, Susan. The Monster Bed

Williams, Jay. The Reward Worth Having

Williams, Vera. A Chair for My Mother

Young, Ed. Lon Po Po: A Red Riding Hood Story for China

Ziegler, Sandra. Manners

Zion, Gene. The Meanest Squirrel I Ever Met

Appendix N
Literature List (Classes A and B)

RELATED LITERATURE

COMMUNITY BUILDING

Adoff, Arnold. *Black Is Brown Is Tan.* New York: Harper & Row, 1973.
Aliki. *We Are Best Friends.* New York: Greenwillow Books, 1982.
Allan-Meyer, Kathleen. *I Have A New Friend.* Hauppauge: Barron's Educational Series, 1995.
Brandenberg, Franz. *Nice New Neighbors.* New York: Greenwillow Books, 1977.
Carle, Eric. *Do You Want To Be My Friend?* New York: Philomel Books, 1988.
Cohen, Miriam, and Lilliam Hoban. *It's George!* New York: Greenwillow Books, 1988.
Cohen, Miriam. *Will I Have A Friend.* 2nd Aladdin Books ed. New York: Aladdin Books, 1989.
Dooley, Norah. *Everybody Cooks Rice.* Minneapolis: Carolrhoda Books, 1991.
Klamath County YMCA Family Preschool. *Land Of Many Colors.* New York: Scholastic, 1993.
Lobel, Arnold. *Frog And Toad Are Friends.* New York: Harper & Row, 1970.
Martin, Bill, Jr., and John Archambault. *Knots on a Counting Rope.* New York: H. Holt, 1987.
Petty, Kate, and Charlotte Firmin. *Making Friends.* New York: Barron's, 1991.
Powell, Richard. *How To Deal With Friends.* Mahwah: Watermill Press, 1991.
Simon, Norma. *All Kinds of Families.* Chicago: A. Whitman, 1976.
Williams, Vera B. *A Chair For My Mother.* New York: Greenwillow Books, 1982.
Zolotow, Charlotte. *I Know A Lady.* New York: Greenwillow Books, 1984.

RULE 1 - WE LISTEN TO EACH OTHER

Brown, Margaret Wise. *The Noisy Book.* New ed. New York: HarperCollins, 1993.
Martin, Bill. *Polar Bear, Polar Bear, What Do You Hear?.* New York: H. Holt, 1991.
Neasi, Barbara J. *Listen To Me.* Chicago: Childrens Press, 1986.
Showers, Paul. *The Listening Walk.* New ed. New York: HarperCollins, 1991.
Zolotow, Charlotte. *If You Listen.* New York: Harper & Row, 1980.

RULE 2 - HANDS ARE FOR HELPING NOT HURTING

Aliki. *Corn Is Maize: The Gift of The Indians.* New York: Crowell, 1976.
Baer, Edith. *The Wonder of Hands.* New York: Macmillan Pub. Co., 1992.
Barton, Byron. *The Little Red Hen.* New York: HarperCollins, 1993.
Brenner, Barbara. *Mr. Tall and Mr. Small.* New York: Holt, 1994.
Brown, Marcia. *Stone Soup: An Old Tale.* New York: Aladdin Books, 1986.
Kowley, Joy. *The Little Yellow Chicken.* Bothell: Wright Group, 1988
Krauss, Ruth. *The Carrot Seed.* New York: Scholastic Book Services, 1974.
Martin, Bill. *Here Are My Hands.* New York: Holt, 1987.
McDermott, Gerald. *Anansi The Spider—A Tale From the Ashanti.* New York: Holt, Rinehart, and Winston, 1972.
Seuss, Dr. *The Butter Battle Book.* New York: Random House, 1984.

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Appendix N
Literature List (Classes A and B)

RULE 3 - WE USE I-CARE LANGUAGE

Aliki. *Manners*. New York: Greenwillow Books, 1990.

Annestasia. *Pass The Peas Please: A Book of Manners*. New York: Warner Juvenile Books, 1988.

Cole, Joanna. *Don't Call Me Names*. New York: Random House, 1990.

De Paola, Tomie. *Oliver Button Is a Sissy*. New York: Harcourt Brace Jovanovich, 1979.

Joslin, Sesyle. *What Do You Say Dear?*. New York: Harper & Row, 1958.

Leaf, Munro. *Manners Can Be Fun*. New York: J.B. Lippincott, 1985.

Mitchell Preston, Edna. *The Temper Tantrum Book*. New York: Viking Press, 1969.

Riley, Susan. *I'm Sorry*. Elgin: Child's World, 1978.

Simon, Norma. *All Kinds of Families*. Chicago: A. Whitman, 1976.

Simon, Norma. *I Am Not A Crybaby*. Niles: A. Whitman, 1989.

RULE 4 - WE CARE ABOUT EACH OTHER'S FEELINGS

Aliki. *Feelings*. New York: Greenwillow Books, 1984.

Avery, Charles E. *Everybody Has Feelings = Todos Tenemos Sentimientos: The Moods of Children.* Seattle: Open Hand Pub., 1992.

Brown, Marc. *Arthur's Eyes*. Boston: Little Brown, 1979.

Cole, Joanna. *Don't Call Me Names!*. New York: Random House, 1990.

Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl*. Philadelphia: Lippincott, 1974.

Keller, Holly. *The New Boy*. New York: Greenwillow Books, 1991.

Kraus, Robert. *Leo The Late Bloomer*. New York: Windmill Books, 1971.

Perry, Kate. *Making Friends*. New York: Baron's, 1991.

Velthuijs, Max. *Frog Is Frightened*. New York: Tambourine Books, 1995.

Viorst, Judith. *Alexander And The Terrible, Horrible, No Good, Very Bad Day*. New York: Atheneum, 1972.

Viorst, Judith. *I'll Fix Anthony*. 2nd Aladdin Books ed. New York: Aladdin Books, 1988.

Wilhelm, Hans. *Let's Be Friends Again*. New York: Crown, 1986.

RULE 5 - WE ARE RESPONSIBLE FOR WHAT WE SAY AND DO

Bradenberg, Franz. *It's Not My Fault*. New York: Greenwillow Books, 1980.

Carlson, Nancy L. *Harriet and the Garden*. New York: Puffin Books, 1985.

Halliman, P. *A Rainbow of Friends*. Nashville: Ideals Children's Books, 1994.

Hoban, Russell. *A Bargain For Frances*. New York: Harper & Row, 1970.

Hoban, Russell. *The Little Brute Family*. New York: McMillan, 1966.

Kraus, Ruth. *The Carrot Seed*. New York: London, Harper, & Brothers, 1945.

Romero Stevens, Jan. *Carlos And The Squash Plant*. Flagstaff: Northland Pub., 1993.

Ross, T. *The Boy Who Cried Wolf*. New York: Dial Books For Young Readers, 1985.

Scieszka, Jon. *The True Story Of The Three Little Pigs: As Told To Jon Scieszka*. New York: Viking Kestrel, 1989.

Seuss, Dr. *Horton Hatches The Egg*. New York: Random House, 1940.

Udry, Janice May. *Let's Be Enemies*. New York: Harper, 1961.

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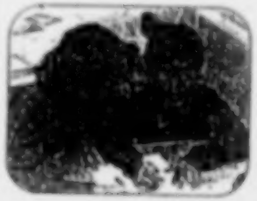
Kindergarten

Content Information

	Title	Author	Grade Range	Genre	Gender	Ethnicity	Setting	Content/Theme	Values Conveyed
Read-Aloud Units	Alfie Gives a Hand BOOK OP	Hughes	K	cont fict/pict	M	British	cont Eng	try something new w/o parents	kindness/courage
	Best Friends for Frances	Hoban	K-2	cont fict/pict	F	animal	contemp	friendship	fairness/loyalty/sharing
	Bigmama's	Crews	K-1	cont fict/pict	M	AfrAm	1940s FL	family community and history	continuity/roots
	The Birthday Swap	Lopez	K-2	cont fict/pict	F	Mex/Amer	cont U.S./Mex	sibling generosity/family community	altruism/kindness/sharing
	Born in the Gravy	Cazet	K	cont fict/pict	F	LatAm	cont U.S.	starting school	empathy/courage
	Bread and Jam for Frances	Hoban	K-2	cont fict/pict	F	animal	contemp	trying new foods	honesty/patience
	Bunny Cakes	Wells	K-1	cont fict/pict	M/F	animal	contemp	[illegible]	kindness/perseverance/patience
	Jamaica Louise James	Hest	K-1	cont fict/pict	F	AfrAm	cont NYC	using talent to make gift	kindness/self-respect/generosity
	Matthew and Tilly	Jones	K-2	cont fict/pict	M/F	AfrAm/EurAm	cont urban U.S.	friendship/falling out/making up	kindness/fairness
	The Mother's Day Mice	Bunting	K-1	cont fict/pict	M	animal	fanciful	sibling abilities	kindness/courage
	No Good in Art	Cohen	K-1	cont fict/pict	M	EurAm	cont U.S.	art class/competence	self-respect/empathy/diversity
	Owen	Henkes	K	cont fict/pict	M	animal	contemp	security/starting school	self-respect/kindness/diversity
	Peter's Chair	Keats	K-1	cont fict/pict	M	AfrAm	cont U.S.	new sibling/place in family	kindness/sharing
	Ruby the Copycat	Rathmann	K-1	cont fict/pict	F	EurAm	cont U.S.	being annoyed	self-respect/diversity
	Sam	Scott	K-1	cont fict/pict	M	AfrAm	cont U.S.	place in family	kindness/empathy
	When Will I Read?	Cohen	K-1	cont fict/pict	M	EurAm	cont U.S.	learning to read/peer abilities	patience/self-respect
	Where Once There Was a Wood	Fleming	K-2	nonfict/pict	—	animal	cont U.S.	loss of animal habitats	responsibility/caring for environment
	Zinnia and Dot	Ernst	K-1	cont fict/pict	F	animal	farm	friendship/rivalry	cooperation/sharing
Partner Units	Angel and the Soldier Boy BOOK OP	Collington	K-1	wordless	M/F	British	cont Eng	friendship	courage/loyalty
	A Boy, a Dog and a Frog	Mayer	K-1	wordless	M	EurAm/anim	contemp	friendship	kindness/empathy
	Moonlight BOOK OP	Ormerod	K-1	wordless	F	British	cont Eng	family events/bedtime	kindness/trust
	One Frog Too Many	Mayer	K-1	wordless	M	EurAm/anim	contemp	friendship/rivalry	kindness/fairness
	School	McCully	K	wordless	M/F	animal	contemp	place in family/starting school	kindness/empathy
	Sunshine BOOK OP	Ormerod	K-1	wordless	F	British	cont Eng	family events/morning routine	responsibility
	Where's Al?	Barton	K-1	cont fict/pict	M	EurAm	cont U.S.	lost pets/problem solving	perseverance/loyalty

BOOK OP Book out of print; guide not included in sets but available separately at $12.95 each.



"Overall, I've thoroughly enjoyed sharing the units! I feel that they are worthwhile and the messages they present are useful to children. The home activities provide a necessary link between home/school, and parental response has been very positive." – *Kindergarten Teacher, Salinas, CA*

KINDERGARTEN

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Grade 1

Content Information

	Title	Author	Grade Range	Genre	Gender	Ethnicity	Setting	Content/Theme	Values Conveyed
Read-Aloud Units	Amy's Goose BOOK OP	Holmes	1-2	cont fict/pict	F	Euro-Am	rural U.S.	wanting a pet/helping animals	fairness/honesty/responsibility
	Butterfly Boy	Kroll	1-2	cont fict/pict	M	Latino	town U.S.	bringing joy to ill grandfather	kindness/empathy/respect/perseverance
	The Crying Christmas Tree	Crane	1-2	cont fict/pict	F	Norwegian	rural Can	appreciating elders/Christmas	cooperation/kindness/respect
	The Day of Ahmed's Secret	Heide/Gilliland	1-2	cont fict/pict	M	Egyptian	cont Cairo	learning to write/being close to family	self-respect/perseverance
	First Grade Takes a Test	Cohen	1	cont fict/pict	F/M	various	cont U.S.	school/tests/competence	diversity/loyalty/self-respect
	Grandfather's Dream	Keller	K-2	cont fict/pict	M	Vietnamese	cont Vietnam	restoring crop/preserving tradition	resp. for elders, environment, diversity, tradition
	The Half-Birthday Party BOOK OP	Pomerantz	K-1	cont fict/pict	M	Euro-Am	cont U.S.	pride in sibling/taking initiative	kindness/responsibility
	Jamaica's Find	Havill	K-1	cont fict/pict	F	Afr-Am	cont U.S.	"finders keepers"	fairness/empathy/responsibility
	A Letter to Amy	Keats	K-2	cont fict/pict	M	Afr-Am	cont urban U.S.	trusting that friends forgive mistakes	kindness/empathy/loyalty
	Luka's Quilt	Guback	K-2	cont fict/pict	F	Hawaiian	cont HI	being unwell/conflict with elder	self-respect/cooperation
	Maebelle's Suitcase	Tusa	K-1	fant fict/pict	F	Afr-Am/animal	fanciful	friendship	kindness/altruism/cooperation
	Mike Mulligan & His Steam Shovel	Burton	K-2	cont fict/pict	M	Euro-Am	1930s U.S.	friendship	perseverance/loyalty
	Mrs. Tibbles & the Special Someone	Wise	K-3	cont fict/pict	F	Afr-Am	cont U.S.	helping others/friendship	kindness/empathy/altruism
	Nights of the Pufflings	McMillan	1-2	nonfic/pict	F/M	Icelandic	cont Iceland	helping animals/natural history	responsibility/altruism/cooperation
	Niki's Little Donkey BOOK OP	Hol	1-2	cont fict/pict	F	Greek	rural Greece	achieving goals/taking initiative	perseverance/responsibility
	Officer Buckle and Gloria	Rathmann	K-2	cont fict/pict	M/F	Euro-Am/animal	cont U.S.	friendship/teamwork	loyalty/kindness/empathy
	Petunia BOOK OP	Duvoisin	1-2	cont fict/pict	F	animal	farm	learning to read/becoming wise	humility/honesty
	Rosalie BOOK OP	Hewett	1-2	cont fict/pict	F	Euro-Am	cont U.S.	love for aging pet	responsibility/kindness/loyalty
	The Signmaker's Assistant	Arnold	1-2	fant fict/pict	M	Euro-Am	1930s U.S.	consequences of tricking people	honesty/responsibility/respect
	Will Gets a Haircut	Landström	K-2	cont fict/pict	M	Swedish	cont Sweden	being unique/being different	self-respect/diversity
	Zora Hurston and the Chinaberry Tree	Miller	1-3	hist fict/pict	F	Afr-Am	rural 1900s FL	mother encourages big & bold goals	self-respect/perseverance/diversity
Partner Units	Digby	Hazen	1-2	cont fict/pict	F/M	Afr-Am	contemp	love for aging pet/helpful sibling	kindness/loyalty/empathy
	Frog and Toad Are Friends	Lobel	1-2	cont fict/pict	M	animal	contemp	friendship	kindness/loyalty/empathy
	I Know a Lady	Zolotow	1-2	cont fict/pict	F	Euro-Am	cont U.S.	appreciating elders	kindness/empathy
	If You Give a Mouse a Cookie	Numeroff	1-2	fant fict/pict	M	Euro-Am/anim	contemp	friendship	kindness/patience
	Ira Sleeps Over	Waber	1-2	cont fict/pict	M	Euro-Am	cont U.S.	1st sleep-over/peer & sib. [illegible]	self-respect/honesty/courage
	Jim's Dog Muffins	Cohen	1-2	cont fict/pict	M	Euro-Am	cont U.S.	death of pet/dealing with grief	kindness/empathy
	Little Bear	Minarik	1-2	cont fict/pict	M	animal	fanciful	loving parents/independence	kindness/patience
	The Outside Dog	Pomerantz	1-2	cont fict/pict	F	Puerto Rican	cont Puerto Rico	wanting a pet/being a good pet	patience/perseverance/kindness
	The Quarreling Book	Zolotow	1-2	cont fict/pict	M/F	Euro-Am	cont U.S.	relationships/making amends	kindness/empathy/respect
	The Story of Ferdinand	Leaf	1-2	cont fict/pict	M	animal	Spain	being different/being oneself	diversity/self-respect

BOOK OP Book out of print, guide not included in sets but available separately at $[illegible] each.

"I like the idea of the read-aloud best because in teaching special education this gives me a chance to teach the whole class at one time. I can teach and adapt to whatever levels my students are functioning, even when the materials are too high."
— *Special Education Teacher, Indianapolis, IN*

GRADE 1

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Grade 2

	Title	Author	Grade Range	Genre	Gender	Ethnicity	Setting	Content/Theme	Values Conveyed
Read-Aloud Units	Amos & Boris	Steig	1-2	fanciful/pict	M	animal	fanciful	friendship	kindness/loyalty
	Brave Irene	Steig	2-3	fanciful/pict	F	European	fant. 20th cent.	problem solving/helping adults	perseverance/courage/responsibility
	By the Dawn's Early Light BOOK OP	Ackerman	1-3	cont fict/pict	F/M	Af-Am	cont urban U.S.	working mother/family relationships	empathy/cooperation/perseverance
	Chicken Sunday	Polacco	2-3	cont fict/pict	F/M	Eur-Am/Af-Am	1950s CA	accepting elders/achieving goal	kindness/perseverance/cooperation
	Evan's Corner	Hill	1-2	cont fict/pict	M	Af-Am	cont urban U.S.	family issues/autonomy	perseverance/kindness
	Farmer Schulz's Ducks BOOK OP	Thiele	2-3	cont fict/pict	M	Austr-Ger	cont Austr	helping animals/helping adults	perseverance, [illegible]
	A Fruit and Vegetable Man BOOK OP	Schotter	2-3	cont fict/pict	M	Eur-Am/Asian	cont U.S.	helping adults/competence	kindness/cooperation/responsibility
	The Goat in the Rug	Blood/Link	2-3	nonfict/pict	F	Navajo/[illegible]	cont AZ	acting goal/traditional weaving	patience/kindness
	The Gold Coin	Ada	2-3	cont fict/pict	M	Latin-Am	Central Amer	honesty/value of work & community	justice/self-respect/trust/honesty/altruism
	How My Parents Learned to Eat	Friedman	2-3	cont fict/pict	F/M	Jpn/Eur-Am	1940s Japan	meeting new cultures/blend family	respect for diversity/courage/kindness
	Mufaro's Beautiful Daughters	Steptoe	2-3	folktale/pict	F	Zimbabwean	anct Zimbabwe	helping others/sibling relations	kindness/fairness/humility/justice
	Nadia the Willful BOOK OP	Alexander	2-3	cont fict/pict	F	Bedouin	Middle East	death in family/dealing w/grief	courage/perseverance/empathy
	The Patchwork Quilt	Flournoy	1-3	cont fict/pict	F	Af-Am	cont U.S.	family history/achieving goal	perseverance/kindness/cooperation
	Peter's Place	Grindley	2-3	cont fict/pict	M	Scottish	cont U.K.	effects of oil spill/caring for nature	responsibility for environment/love of nature
	Very Last First Time	Andrews	2-3	cont fict/pict	F	Inuit	cont Can	trying something alone for 1st time	courage/responsibility
	Wild Fox: A True Story	Mason	2-3	nonfict/pict	F	Eur-Am	cont Maine	helping animals/love of nature	kindness/respect for natural world
Partner Units	Arthur's Funny Money	Hoban	1-2	cont fict/pict	M/F	animal	contemp	achieving goal/mastering numbers	fairness/perseverance/sharing
	A Bargain for Frances	Hoban	1-2	cont fict/pict	F	animal	contemp	friendship/tricking someone	fairness/honesty/sharing
	The Best Teacher in the World	Chardiet/Maccarone	1-2	cont fict/pict	F	Eur-Am/Af-Am	contemp	too embarrassed to ask for help	honesty/courage/empathy/kindness
	A Chair for My Mother	Williams	2-3	cont fict/pict	F	Eur-Am	cont U.S.	coping with family misfortune	perseverance/sharing/cooperation
	Chang's Paper Pony	Coerr	2-3	hist fict/pict	M	Chin-Am	CA gold rush	overcoming loneliness/cultural isolation	perseverance/honesty/kindness
	Crow Boy	Yashima	2-3	cont fict/pict	M	Japanese	rural Japan	being different/rejection	kindness/respect for diversity
	Daniel's Duck	Bulla	2-3	hist fict/pict	M	Eur-Am	1800s TN	trying something new/competence	perseverance/kindness/self-respect
	The Josefina Story Quilt	Coerr	2-3	hist fict/pict	F	Eur-Am	1850 pioneers	family effort to achieve goal	loyalty/courage/perseverance
	Keep the Lights Burning, Abbie	Roop/Roop	2-3	hist fict/pict	F	Eur-Am	1856 Maine	taking on adult responsibilities	perseverance/courage/responsibility
	The Meanest Thing to Say	Cosby	2-3	cont fict/pict	M	Af-Am	cont U.S.	dealing with bully	self-respect/empathy/fairness
	The Mice Who Lived in a Shoe BK OP	Peppé	2	fanciful/pict	M/F	animal	fanciful	family effort to achieve goal	cooperation
	Thy Friend, Obadiah	Turkle	2-3	hist fict/pict	M	Eur-Am/Quaker	1700s MA	friendship/helping animals	kindness/loyalty/responsibility
	Treasure Hunt	Cosby	2-3	cont fict/pict	M	Af-Am	cont U.S.	recognizing something special abt self	perseverance/self-respect/respect for diversity
	Wagon Wheels	Brenner	2-3	hist fict/pict	M	Af-Am	1870s KS	African American pioneers	courage/perseverance/trust
	The Wednesday Surprise	Bunting	1-3	cont fict/pict	F	Eur-Am	cont U.S.	helping adult learn to read	kindness/courage/perseverance

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"The lessons are clear and concise — and creative! They're the best I've ever used to teach children's lit! I love the introductory activities, the excellent questions, the poetry, and the connection activities." — *Grades 2/3 Teacher, Louisville, KY*

Content Information

GRADE 2

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